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ABSTRACT

This volume presents indicators of important developments and trends in American education in 2003. Recurrent themes underscored by the indicators include participation and persistence in education, student performance and other outcomes, the environment for learning, and societal support for education. In addition, this volume contains a special analysis of children's reading achievement and classroom experiences in kindergarten and first grade, with a focus on the school, classroom, and home factors associated with the likelihood of children becoming good readers. Each section in the volume begins with a summary that presents the key point in the indicators to follow. All indicators contain a discussion, a single graph or table on the main indicator page, and one or more supplemental tables. All use the most recent national data available from the National Center for Education Statistics or other sources serving the purpose of the indicators. The volume's many topics are divided into six sections: (1) "Participation in Education"; (2) "Learner Outcomes"; (3) "Student Effort and Educational Progress"; (4) "Context of Elementary and Secondary Education"; (5) "Context of Postsecondary Education"; and (6) "Societal Support for Learning." Appended are supplemental tables, supplemental notes, standard error tables, and a glossary. (WFA)

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# the condition of education 2003

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# The Condition of Education 2003

**U.S. Department of Education**
Institute of Education Sciences
NCES 2003-067

**June 2003**

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# Commissioner's Statement

### INTRODUCTION

With the creation of the original Department of Education in 1867, the Congress declared that it should "gather statistics and facts on the condition and progress of education in the United States and Territories." The National Center for Education Statistics (NCES) currently responds to this mission for the Department of Education through such publications as *The Condition of Education*, a mandated report submitted to Congress on June 1st each year.

Reauthorization of the Center through the Education Services Reform Act of 2002 (P.L. 107-279) reaffirms this mandate. The Act calls upon NCES to release information that is valid, timely, unbiased, and relevant.

Recognizing that reliable data are critical in guiding efforts to improve education in America, *The Condition of Education 2003* presents indicators of important developments and trends in American education. Recurrent themes underscored by the indicators include participation and persistence in education, student performance and other outcomes, the environment for learning, and societal support for education. In addition, this year's special analysis examines children's reading achievement and classroom experiences in kindergarten and 1st grade, with a focus on the school, classroom, and home factors associated with the likelihood of children becoming good readers.

The main findings in this volume are summarized in this statement. First, the findings of a special analysis of children's reading achievement in kindergarten and 1st grade are summarized. Then, the main findings of the 44 indicators that appear in the six following sections of the report are summarized section by section. Each finding is referenced to a specific indicator in the volume by its number (e.g., *indicator 10*).

### SPECIAL ANALYSIS OF READING—YOUNG CHILDREN'S ACHIEVEMENT AND CLASSROOM EXPERIENCES

This year's special analysis discusses findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), which is following a nationally representative sample of children from kindergarten through 5th grade to collect information on their reading achievement, home literacy environment, and reading instruction. The ECLS–K survey provides current data on the reading skills of young children, focusing on their experiences in kindergarten through 1st grade and the classroom experiences of kindergartners who are beginning to read.

- The differences in children's reading skills and knowledge, often observed in later grades, appear to be present when children enter kindergarten and persist or increase throughout the first 2 years of school. For example, when children entered kindergarten (in fall 1998) and after 2 years of school (in spring 2000), White children had higher assessment scores in reading than Black and Hispanic children, and children from poor families had lower scores than children from nonpoor families.
- The resources that children possessed when they began kindergarten, such as their early literacy skills and the richness of their home literacy environment, were related to their reading skills and knowledge upon entering kindergarten and their gains in reading achievement by the end of kindergarten and 1st grade.

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- During kindergarten and 1st grade, children from less advantaged family backgrounds made gains that helped close the gap between themselves and their more advantaged peers in terms of basic reading skills, such as recognizing letters; however, on more difficult skills, such as reading simple words, the gap between these groups widened.

- Rates of enrollment in full-day and half-day kindergarten classes are related to where the children live, their race/ethnicity, and the poverty level of their families. In 1998–99, enrollment rates in full-day kindergarten were higher in the South (83 percent) than in the Northeast, Midwest, and West (41, 45, and 23 percent, respectively). Enrollment rates were also higher in urban and rural areas (59 and 65 percent, respectively) than in suburban areas (45 percent), and higher for Black children than White, Hispanic, and Asian children (79 vs. 49, 46, and 40 percent, respectively).

- Full- and half-day public school kindergarten classes are alike in several ways, although full-day programs can and do devote more time to certain aspects of instruction. No differences were found between full- and half-day kindergarten programs in the percentage of time teachers reported spending time on whole class, small group, and individual activities in 1998–99. Teachers in both types of programs reported devoting time each day to reading instruction. In both types of programs, teachers most frequently focused on teaching children to recognize the letters of the alphabet, followed by matching the letters to sounds and learning the conventions of print. However, the latter two skills were more likely to be taught daily in full-day than in half-day classes.

### PARTICIPATION IN EDUCATION

As the U.S. population increases, so does its enrollment at all levels of education. At the elementary and secondary level, growth is due largely to demographic changes in the size of the school-age population. At the postsecondary level, both population growth and increasing enrollment rates help explain rising enrollments. Adult education is also increasing due to the influence of both demographic shifts in the age of the U.S. population and increasing rates of enrollment, as influenced by changing employer requirements for skills. As enrollments have risen, the cohorts of learners—of all ages—have become more diverse than ever before.

- Public elementary and secondary enrollment is projected to reach 47.9 million in 2005, decrease to 47.6 million in 2010, and then increase to 47.7 million in 2012. The West will experience the largest increase in enrollments of all regions in the country (*indicator 1*).

- Over the past 20 years, the education level of parents of school-aged children has increased, though the parents of Black and Hispanic children continue to have less education than their White peers. The percentages of Black and White children living in poverty in 2001 were smaller than the percentages in 1976, with Black children experiencing a larger decline (*indicator 2*).

- In 1999, 16 percent of all children ages 5–17 lived in households where the annual income in the previous year was below the poverty level. Compared with students in other types of communities, students in school districts in central cities were more likely to be poor, and students in the urban fringe or rural areas within metro-

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politan areas were less likely to be poor (*indicator 3*).

- The number of 5- to 24-year-olds who spoke a language other than English at home more than doubled between 1979 and 1999. In 1999, among these young people who spoke a language other than English at home, one-third spoke English with difficulty (i.e., less than "very well"). Spanish was the language most frequently spoken among those who spoke a language other than English at home (*indicator 4*).

- In a change from the enrollment patterns of the 1980s and 1990s, undergraduate enrollment in the current decade is projected to increase at a faster rate in 4-year institutions than in 2-year institutions. Women's undergraduate enrollment is expected to continue increasing at a faster rate than men's (*indicator 5*).

- Two percent of undergraduate students were foreign students with visas and 5 percent were foreign-born permanent residents, compared with 9 and 3 percent, respectively, of graduate and first-professional students in 1999–2000 (*indicator 6*).

- Graduate and first-professional enrollment in degree-granting institutions increased from 1976 to 2000, with women's enrollment growing at a faster rate than men's. During this period, the percentage of female graduate students increased from 46 to 58 percent (*indicator 7*).

- The percentage of persons 16 and above participating in adult education—including basic skills instruction, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and college or university credential programs—increased from 1991 to 2001. Work-related courses and personal interest courses were the most popular forms of adult education in 2001 (*indicator 8*).

### LEARNER OUTCOMES

How well does the American educational system—and its students—perform? Data from national and international assessments can help answer this question, as can data on adult experiences later in life. In some areas, such as mathematics, geography, and U.S. history, the performance of elementary and secondary students has improved over the past decade, but not in all grades assessed. International assessments place the performance of U.S. students in perspective and assist policymakers, researchers, and the public in understanding how the performance of U.S. students compares with that of their peers in other countries.

- According to the Progress in International Reading Literacy Study (PIRLS), U.S. 4th-graders performed above the international average of 35 countries in reading literacy in 2001. Three countries had a higher average combined reading literacy scale score than the United States and 23 countries had a lower average score (*indicator 10*).

- U.S. 15-year-olds performed at the international average of 27 Organization for Economic Cooperation and Development (OECD) countries in reading literacy in 2000, scoring below the average of 3 countries (Canada, Finland, and New Zealand) and above the average of 4 OECD countries (Greece, Portugal, Luxembourg, and Mexico) (NCES 2002–025, *indicator 9*).

- The average mathematics scale scores of children who entered kindergarten in fall 1998 increased by 8 points by the end of kindergarten and by another 10 points

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(one standard deviation) by the end of 1st grade. Their average reading scale scores increased by 10 points in kindergarten and by 19 points in 1st grade. Differences in the average reading and mathematics skills of kindergartners by their mother's level of education persisted or increased throughout their kindergarten and 1st-grade years (*indicator 9*).

- The mathematics performance of 4th- and 8th-graders assessed by the National Assessment of Educational Progress (NAEP) increased steadily throughout the 1990s. The performance of 12th-graders increased between 1990 and 1996 but then declined through 2000. In 2000, 26 percent of 4th-graders, 27 percent of 8th-graders, and 17 percent of 12th-graders performed at or above the *Proficient* level for each grade, defined as "solid academic performance for each grade assessed" (*indicator 11*).
- Students in high-poverty public schools—using the percentage of students eligible for free or reduced-price lunch as a measure of poverty—scored lower on the 4th-grade NAEP Mathematics Assessment than did students in low-poverty public schools in 2000 (*indicator 12*).
- The performance of 4th- and 8th-graders on the NAEP Geography Assessments increased from 1994 to 2001, while no difference was found for 12th-graders. In 2001, 21 percent of 4th-graders, 30 percent of 8th-graders, and 25 percent of 12th-graders scored at or above the *Proficient* level, defined as "solid academic performance for each grade assessed" (*indicator 13*).
- The performance of 4th- and 8th-graders on the NAEP U.S. History Assessments improved from 1994 to 2001, while no difference was found for 12th-graders. Eighteen percent of 4th-graders, 17 percent of 8th-graders, and 11 percent of 12th-graders scored at or above the *Proficient* level, defined as "solid academic performance for each grade assessed" in 2001 (*indicator 14*).
- The more education people have, the more likely they are to vote in presidential and congressional elections. Thirty-eight percent of U.S. voting-age citizens who had not completed high school voted in 2000, compared with 77 percent of those with a bachelor's degree or higher (*indicator 15*).
- Fifty percent of U.S. students in grade 9 participated in a community-related volunteer organization in 1999, a higher percentage than in any of the 27 other countries participating in the Civic Education Study (*indicator 16*).

### STUDENT EFFORT AND EDUCATIONAL PROGRESS

Many factors are associated with school success, persistence, and progress toward high school graduation or a college degree. These include student motivation and effort, the expectations and encouragement of others, learning opportunities, and financial assistance. Monitoring these factors in relation to the progress of different groups of students through the educational system and tracking their educational attainment are important to knowing how well we are doing as a nation in education.

- One indicator of the failure to persist in school is the "status dropout rate" (i.e., the percentage of young people who have not completed high school and are not enrolled in school). Since 1972, status dropout rates for Whites and Blacks ages 16–24 have declined, but they have re-

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mained relatively stable since the early 1990s. The rates for Hispanic youths have not decreased and remain higher than the rates for other racial/ethnic groups (*indicator 17*).

- Since 1983, immediate college enrollment rates have increased faster for Blacks than Whites, narrowing the gap between the two groups. During the 1980s and 1990s, White immediate college enrollment rates increased, but Hispanic rates remained stagnant, widening the gap between Hispanics and Whites (*indicator 18*).
- On average, first-time recipients of bachelor's degrees in 1999–2000 who did not leave college temporarily for 6 months or more took 55 months to complete a degree. Those who attended only one institution took less time on average (51 months) to complete a degree than those who attended multiple institutions (*indicator 21*).
- Among students who sought a bachelor's degree and began their postsecondary studies at a 4-year institution in 1995–96, just over half graduated from that institution within 6 years. Others in this group transferred and earned a degree elsewhere, making the cohort's 6-year rate of attaining a bachelor's degree higher (63 percent) (*indicator 20*).
- The transfer rates of community college students are related to their initial degree goals. Among undergraduates starting at a public 2-year postsecondary institution in 1995–96, about one-half who intended to obtain a bachelor's degree and about one-fourth who sought an associate's degree transferred to a 4-year institution within 6 years (*indicator 19*).
- Postsecondary attainment rates vary with students' socioeconomic status, but rigorous academic preparation and achievement in school can partially compensate for disadvantaged backgrounds. Among students from low socioeconomic backgrounds (SES), those who studied calculus in high school were about 10 times more likely than those who did not to have completed a bachelor's degree or higher by 2000. In contrast, among high SES students, those who completed calculus were 1.7 times as likely as those who did not to have completed a bachelor's degree or higher (*indicator 22*).
- Pell Grant recipients tend to start their postsecondary studies with more disadvantages than low- and middle-income nonrecipients. However, among 1995–96 beginning postsecondary students, no difference was found in the overall persistence rates of Pell recipients and nonrecipients after 6 years—that is, in the percentages of students who attained any degree or certificate or were still enrolled (*indicator 23*).

## CONTEXTS OF ELEMENTARY AND SECONDARY EDUCATION

Student performance in elementary and secondary schools is shaped by many factors in the school environment. These factors include the courses offered in the school and taken by students, the instructional methods used by teachers, the options for learning available to students with special needs, and the climate for learning and discipline in the schools. Monitoring these and other factors provides better understanding of conditions in schools that shape student learning.

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- The percentage of high school graduates who completed advanced academic levels of English (courses classified as "honors") and foreign language study (3 years or more) doubled between 1982 and 2000 (*indicator 24*).
- Asians/Pacific Islanders were more likely to have completed advanced English courses than Hispanics and Blacks, and Whites more than Hispanics, but no other differences were detected. Asians/Pacific Islanders, Hispanics, and Whites were more likely to have completed advanced foreign language courses than Blacks and American Indians (*indicator 25*).
- According to findings from the 1999 Third International Mathematics and Science Study (TIMSS) Video Study, in 8th-grade mathematics lessons in the United States, students spend 53 percent of the time reviewing previously studied content and 48 percent of the time studying new content (*indicator 26*).
- Public alternative schools and programs serve students who are at risk of dropping out of school for various reasons, including poor grades, truancy, suspension, and pregnancy. In 2001, 39 percent of public school districts had alternative schools and programs, serving about 613,000 at-risk students. Public alternative schools were most common in school districts with large enrollments, in urban areas, and in the Southeast (*indicator 27*).
- In 1999–2000, students in middle grades were more likely than students in high schools to have out-of-field teachers—teachers who lack a major and certification in the subject they teach. Out-of-field teachers taught a larger proportion of English students in the middle grades than in high school, as was also true for mathematics, science, and social science (*indicator 28*).
- In 1999–2000, private schools and schools with high minority enrollments were more likely to employ teachers with 3 or fewer years of teaching experience than were public schools and schools with low minority enrollments. Beginning teachers were evenly distributed across public and private schools by sex, however (*indicator 29*).
- In 1999–2000, the size of the student body at a typical high school varied by location. In urban areas, almost half of all high schools were large (900 or more students), whereas in rural areas, half of all high schools were very small (fewer than 300 students). A positive relationship exists between the size of regular schools and the percentage of teachers who reported that apathy, tardiness, absenteeism, dropping out, and drug use are "serious problems" in their school (*indicator 30*).
- Assault, theft, and other forms of victimization at school affect all types of students. However, in 1999, students who reported gangs or guns at their schools were more likely to report victimization than students who did not report these conditions (*indicator 31*).

### CONTEXTS OF POSTSECONDARY EDUCATION

The postsecondary education system encompasses various types of institutions, both public and private. Although issues of student access, persistence, and attainment have been predominant concerns in postsecondary education, the contexts in which postsecondary education takes place matter as well. The diversity of the undergraduate and graduate

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populations, the various educational missions and learning environments of colleges and universities, the courses that students take, the modes of learning that are employed, and the ways in which colleges and universities attract and use faculty and other resources all are important aspects of the context of postsecondary education.

- Undergraduates display considerable diversity in their demographic, enrollment, and employment characteristics. In 1999–2000, more than half of undergraduates were women, close to a third were other than White, and 43 percent were of nontraditional college age (24 years or older). Eighty percent were employed, including 39 percent who were employed full time (*indicator 32*).
- The number of associate's degrees awarded increased at a faster rate than the number of bachelor's degrees between 1990–91 and 2000–01. The number of associate's degrees awarded increased more during the first half of this period than in the latter half, while the number of bachelor's degrees awarded increased by 6 to 7 percent during each 5-year period (*indicator 33*).
- In 1999–2000, about 9 percent of undergraduates reported having a disability that created difficulties for them as a student: about half of these students attended public 2-year institutions, and another 26 percent attended public 4-year institutions. Among students with disabilities, 22 percent reported not receiving the services or accommodations they needed (*indicator 34*).
- The majority of postsecondary institutions had taken actions that affected faculty tenure as of 1998, and the proportion of recently hired faculty who were not on a tenure track increased from 1992 to 1998. These institutions offered early or phased retirement to full-time tenured faculty more often than they instituted more stringent standards for granting tenure or downsizing tenured faculty (*indicator 35*).

### SOCIETAL SUPPORT FOR LEARNING

Society and its members—families, individuals, employers, and governmental and private organizations—provide support for education in various ways, such as spending time on learning activities, encouraging and supporting learning, and investing money in education. This support includes learning activities that take place outside schools and colleges in communities, workplaces, and other kinds of organizations, as well as the financial support of learning inside schools and colleges. Parents contribute to the education of their children in the home through encouraging them to learn and teaching them directly. Communities impart learning and values to their members through various kinds of formal and informal modes. Financial investments in education are made both by individuals in the form of income spent on their own education (or the education of their children) and by the public in the form of public appropriations for the education of the population. These investments in education are made at all levels of the education system. Other collective entities, such as employers and other kinds of organizations, also invest in various forms of education for their members.

- Children with richer home literacy environments demonstrated higher levels of reading skills and knowledge when they entered kindergarten in 1998–99 than did children with less rich literacy environments. Children's home literacy environment varied by their poverty level, with poor children scoring lower than nonpoor children on a home literacy index (*indicator 36*).

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- The percentage of poor and nonpoor children who participated in literacy activities with a family member increased between 1993 and 2001. Despite these increases, nonpoor children were more likely than poor children to engage frequently in certain literacy activities in 2001, such as being read to by a family member or being told a story (*indicator 37*).

- Fifty percent of children in kindergarten through 8th grade were enrolled in a variety of nonparental care arrangements after school in 2001. Black children were more likely than White and Hispanic children to participate in nonparental care (*indicator 38*).

- Total expenditures per elementary/secondary student adjusted for inflation increased from $6,700 in 1991–92 to $8,100 in 1999–2000. The largest increases occurred in central cities of midsize metropolitan statistical areas and rural locations (*indicator 39*).

- School districts with the highest poverty levels received less local general revenues per student (revenues for any educational purpose) than districts with the lowest poverty levels in 1999–2000. State general revenues and federal and state categorical revenues (revenues for specific educational purposes) tend to compensate for these lower amounts (*indicator 41*).

- In 1999, public and private expenditures per student for the member countries of OECD averaged $4,850 at the combined elementary and secondary level and $9,210 at the postsecondary level. The United States and Switzerland, two of the world's wealthiest countries, ranked highest in expenditures per student at the elementary/secondary and postsecondary levels. Wealthy countries such as the United States spent more on education, but typically did not spend a higher percentage of their wealth on education than did less wealthy nations (*indicator 40*).

- Both average tuition and fees and the total price of attending college were higher for undergraduates in 1999–2000 than in 1992–93. The net price (total price minus grants), however, did not change for students in the lowest income quartile (*indicator 43*).

- The percentage of full-time undergraduates with federal loans, available to all undergraduates, increased between 1992–93 and 1999–2000. No change was observed in the percentage with federal grants, typically available only to low-income undergraduates (*indicator 42*).

- Among employed adults ages 25–64 who participated in adult education in 2001, 87 percent received employer financial support for work-related education. A higher percentage of employed adults received support for work-related education than for nonwork-related education (*indicator 44*).

## CONCLUSION

Trends in the condition of American education continue to show a mixed picture. In reading, U.S. 4th-graders outscored their counterparts in many other countries, and the percentage of high school graduates completing advanced-level courses in English has increased since the early 1980s. Yet the reading literacy scores of 15-year-olds in the United States were at the average among industrialized countries. In mathematics, the performance of 4th- and 8th-graders increased steadily throughout the 1990s, but the performance of

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12th-graders increased in the early part of the decade and then declined. Only 17 percent of 12th-graders scored at or above the *Proficient* level. One-quarter of 12th-graders scored at or above the *Proficient* level in geography, and about 10 percent scored at this level in history.

The poverty level of students sets the social context for their progress and achievement in school. In the 4th, 8th, and 12th grades, the average mathematics scores of students decline as the percentage of students who receive free or reduced-price lunch in the school increases. The percentage of students from families below the poverty line is highest in central cities and lowest in the urban fringe or rural areas within metropolitan areas.

In the coming decade, total enrollments in elementary and secondary education are projected to remain at or near their current levels, and the trends toward greater diversity in the racial/ethnic composition of the population are expected to continue. The level of parental education has increased for all children in the past 20 years, potentially promoting higher student achievement and attainment in the years ahead. During the past two decades, the number of language minority students has grown, with a doubling of the percentage of 5- to 24-year-olds who speak a language other than English in the home.

In contrast to enrollments in elementary and secondary education, postsecondary enrollments are projected to increase in the next decade. At the undergraduate and graduate levels, enrollments have grown faster among women than men in recent years: 57 percent of undergraduate students and 58 percent of graduate students were women in 2000. The students who attend U.S. postsecondary institutions are changing in other ways, too. Close to one-third of undergraduates are other than White, and 43 percent are age 24 or older. Eleven percent of undergraduate students are foreign born. In the last decade, the percentage of students who completed a bachelor's degree in 4 years increased. About one-half of students who started at a community college intending to earn a bachelor's degree earned one.

Paralleling the growth in postsecondary education, participation in adult education has increased as well. Most adults who participate in adult education receive various forms of support from their employers.

NCES produces an array of reports each month that present findings about the U.S. education system. *The Condition of Education* is the culmination of a yearlong project. It includes data that were available by early April 2003. In the coming months, many other reports and surveys informing us about education will be released, including student assessments of elementary and secondary reading, writing, and mathematics; the baseline year of a new longitudinal study of high school students; and reports on schools and teachers with state-by-state information. As with the indicators in this volume, these surveys and reports will continue to inform Americans about the condition of education.

Val Plisko

Valena Plisko
Associate Commissioner

# Reader's Guide

*The Condition of Education* is available in two forms: this print volume for 2003 and a web version on the NCES web site (*http://nces.ed.gov/programs/coe*). The web version includes special analyses, essays, and indicators from this and earlier print volumes of *The Condition of Education*. (See page xxii for a list of all the indicators that appear on *The Condition of Education* web site.)

Each section of the print volume of *The Condition of Education* begins with a summary that presents the key points in the indicators to follow. All indicators contain a discussion, a single graph or table on the main indicator page, and one or more supplemental tables. All use the most recent national data available from the National Center for Education Statistics (NCES) or other sources serving the purposes of the indicator. The icon to the side of the graph or table directs readers to supplemental notes, supplemental tables, or another source for more information.

When the source is an NCES publication, such as *The Digest of Education Statistics 2002* (NCES 2003–060), that publication can be viewed at the NCES web site (*http://nces.ed.gov*).

Supplemental notes provide information on the sources of data used, describe how analyses were conducted, or provide explanations of categories used in an indicator. Supplemental tables provide more detailed breakouts for an indicator, such as household income, students' race/ethnicity, or parents' education. Tables of standard errors (see below) are also included for applicable indicators. A glossary of terms and a comprehensive bibliography of items cited in *The Condition of Education* appear at the end of the volume.

## DATA SOURCES AND ESTIMATES

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should be cautious when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable.

Data reported in this volume are primarily from two types of sources. Some indicators report data from entire populations, such as *indicator 39* (public elementary and secondary expenditures per student). With these kinds of data, information is collected from every member of the population surveyed. This "universe" could be all colleges and universities or every school district in the country. Other indicators report data from a statistical sample of the entire population. When a sample is used, the statistical uncertainty introduced from having data from only a portion of the entire population must be considered in reporting estimates and making comparisons.

In contrast, when data on an entire population are available, estimates of the size of the total population or a subpopulation are made simply by counting, or summing, the units in the population or subpopulation. In the case of subpopulations, the size is usually reported as a percentage of the total population. In addition, estimates of the average (or mean) values of some characteristic of the population or subpopulation may be reported. The mean is obtained by summing the values for all members of the subpopulation and dividing the sum by the size of the subpopulation. Examples include the annual mean salaries of professors at 4-year colleges and universities.

Although estimates derived from universe surveys are not affected by sampling, they are affected by a wide range of potential data collection errors such as coverage errors, response errors, coding errors, and data entry errors. These errors may be larger than the error due to collecting data on

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a sample rather than the entire population. Estimates of the size of these errors are typically not available.

A universe survey is usually expensive and time consuming, so researchers often collect data from a small sample of the population of interest. Through (stratified) random sampling and other methods, researchers seek to ensure that this sample accurately represents the larger population to which they wish to generalize. As an illustration, the National Education Longitudinal Study of 1988, upon which *indicator 22* is based, surveyed a representative sample of nearly 25,000 8th-graders from among all 8th-graders across the country. Based on this sample, conclusions can be drawn about all 8th-graders, such as their family background, characteristics of the schools they attend, their mathematical achievement (as measured with a test administered as part of the survey), and their activities outside of school (NCES 90-458).

Estimating the size of the total population or subpopulations from a data source based on a sample of the entire population requires consideration of several factors before the estimates become meaningful. However conscientious an organization may be in collecting data from a sample of a population, there will always be some margin of error in estimating the size of the actual total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an estimate of the true or actual value. The margin of error or the range of the estimate depends on several factors, such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed.[1] The magnitude of this margin of error is measured by what statisticians call the "standard error" of an estimate.

Most indicators in *The Condition of Education* summarize data from sample surveys conducted by NCES or the Bureau of the Census with support from NCES. Detailed explanations of NCES surveys can be obtained at the web site noted above, under "Survey and Program Areas." Information about the Current Population Survey, another frequent source of survey data used in *The Condition of Education*, can be obtained at *http://www.bls.census.gov/cps/cpsmain.htm* (and also in *supplemental note* 2).

### STANDARD ERRORS

When data from samples are reported, as is the case with most of the indicators in *The Condition of Education*, the standard error is calculated for each estimate provided in order to determine the "margin of error" for these estimates. The standard errors for all the estimated means, medians, or percentages reported in the graphs and text tables of *The Condition of Education* can be found in appendix 3, Standard Error Tables. The corresponding standard errors for the supplemental tables can be viewed at the NCES web site at *http://nces.ed.gov/programs/coe*.

The standard errors of the estimates for different subpopulations in an indicator can vary considerably. As an illustration, *indicator 11* reports on the mathematics performance of students in 8th grade in 2000. For Hispanic students, the average scale score was 253; for American Indian/Alaska Native students, the average scale score was 255 (see supplemental table 11-2). In contrast to the similarity in these scale scores, the standard errors were 1.5 for Hispanics and 8.3 for American Indians/Alaska Natives.

The percentage or mean score with the smaller standard error provides a more reliable estimate of the true value than does the percentage or mean score with a higher standard error. Standard errors tend to diminish in size as the size of the sample (or subsample) increases. Consequently, for the same kinds of data, such as enrollment rates in postsecondary education sample surveys (like the National Postsecondary Student Aid

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Study) or scores on the National Assessment of Educational Progress, standard errors will almost always be larger for Blacks and Hispanics than for Whites, who represent a larger proportion of the population.

### DATA ANALYSIS AND INTERPRETATION

Due to standard errors, caution is warranted when drawing conclusions about the size of one population estimate in comparison to another or whether a time series of population means is increasing, decreasing, or staying about the same. Although one mean or percentage may be larger than another, a statistical test may find that there is no discernable difference between estimates due to the uncertainty of the estimates.

Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates. When differences are statistically significant, the probability that the difference occurred by chance is usually small; for example, it might be about 5 times out of 100. Some details about the method primarily used in *The Condition of Education* for determining whether the difference between two means is statistically significant are presented in the introduction to appendix 3, Standard Error Tables.

For all indicators in *The Condition of Education* based on samples, differences between means or percentages (including increases or decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t*-tests, at the .05 level, are typically used. The *t*-test formula for determining statistical significance is adjusted when the samples being compared are dependent. When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of *t*-tests. These other methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables.

Discussion of several indicators illustrates the consequences of these considerations. *Indicator 2* reports that a smaller percentage of White children lived in poor families in 2001 (9.7 percent) than in 1976 (11.1 percent). Although the difference of less than 2 percentage points is relatively small, as are the standard errors associated with each estimate (0.28 and 0.57 for 2001 and 1976, respectively), the difference is statistically significant and supports the statement. In contrast, *indicator 37* discusses the frequency with which children and their families engaged in certain literacy activities in 2001. The data in supplemental table 37-1 indicate that 58 percent of Asian children and 42 percent of Hispanic children were told a story three or more times a week according to their parents or guardians. The difference of 16 percentage points is larger than in the previous example, but the standard errors are also larger (6.85 and 2.06, respectively). The difference is not statistically significant; the data do not support a conclusion that Asian children were more likely than Hispanic children to be told a story three or more times a week. *Indicator 25* provides a similar example. The introduction to appendix 3 explains in some detail how the statistical significance of the difference between two estimates is determined.

### VARIATION IN POPULATIONS

In considering the estimated means in the tables and figures shown in this volume and on the web site, it is important to keep in mind that there may be considerable variation among the members of a population in the characteristic or variable represented by the population mean. For example, the estimated average mathematics score of children who entered kindergarten in the fall of 1998 was 20 score points (see table 9-1). In reality, many students

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scored above 20 points and many scored lower than 20 points. Likewise, not all community colleges have the same rate of transfer to a 4-year institution as the national average rate of transfer.

Because of this variation, there may be considerable overlap among the members of two populations that are being compared. Although the difference in the estimated means of the two populations may be statistically significant, many members of the population with the lower estimated mean may be above the estimated mean of the other population and vice versa. For example, it is possible that some percentage of the students in, say, the highest poverty schools score higher than the average student, or even the top quartile of students, in the lowest poverty schools (see *indicator 12*). The extent of such overlap is not generally considered in the indicators in this volume.

Estimates of the extent of variation in such population characteristics can be computed from the NCES survey data sets or are available in published reports. For example, estimates of the variation in students' assessment scores can be found using the NAEP Data Tool at ***http://nces.ed.gov/nationsreportcard/naepdata/*** or in the appendices to most NAEP reports.

### ROUNDING AND OTHER CONSIDERATIONS

Although values reported in the supplemental tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in each indicator are rounded to whole numbers (with any value of 0.5 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent, rather than 100.

In accordance with the recently revised NCES Statistical Standards, many tables in this volume use a series of symbols to alert the reader to special statistical notes. These symbols, and their meaning, are as follows:

| | |
|---|---|
| — | Not available.<br>Data were not collected or not reported. |
| † | Not applicable.<br>Category does not exist. |
| # | Rounds to zero.<br>The estimate rounds to zero. |
| ! | Interpret data with caution.<br>Estimates are unstable (because standard errors are large compared with the estimate). |
| ‡ | Reporting standards not met.<br>Did not meet reporting standards. |
| * | $p < 0.05$ Significance level.[2] |

### NOTES

[1] If there are five racial/ethnic groups in a sample of 1,500, the researcher would have less confidence in the results for each group individually than in the results for the entire sample because there are fewer people in the subgroup than in the population

[2] The chance that the difference found between two estimates when no real difference exists is less than 5 out of 100

# Acknowledgments

This volume of *The Condition of Education* was authored by a team of analysts under the general direction of John Wirt and Tom Snyder with technical review by Marilyn Seastrom (Chief Statistician of NCES), Shelley Burns and William Hussar (Technical Advisors), and many others. Val Plisko (Associate Commissioner of NCES) provided overall guidance in the volume's development and reviewed the indicators. Barbara Kridl of MPR Associates, Inc. (MPR) was the managing editor of the publication. Richard Tobin of the American Institutes for Research (AIR) reviewed indicators as they were developed. Andrea Livingston (MPR) wrote the style guide for this publication, edited the final volume, and assisted in writing and editing the Commissioner's Statement and the special analysis. Alexandra Tan of ESSI directed management support for the technical review.

The key contributors to *The Condition of Education* are the authors of the indicators. As a matter of practice, the authorship of individual indicators is not given in the volume because each indicator reflects the joint effort of many analysts. Nonetheless, substantial expertise and analytical ability are required to craft an indicator from data to tell an important story in a compelling manner using text, graphs, and tables economically. Some indicators in this volume were originally conceived for *The Condition of Education* and involved extensive analyses of data. The rest were adapted from existing NCES reports or analyses authored by others.

A section leader oversaw the content of each section and prepared the introductory essay: Patrick Rooney (NCES) served as the section leader for Sections 1 and 2, Susan Choy (MPR) for Sections 3 and 5, Stephen Provasnik (AIR) for Section 4, and Anindita Sen (Education Statistics Services Institute (ESSI) of the American Institutes for Research) for Section 6. Kristin Denton (ESSI), Jerry West (NCES), and Jill Walston (ESSI) authored the analysis on reading—young children's achievement and classroom experiences. Richard Tobin (AIR) and Stephen Provasnik (AIR) compiled and organized the supplemental notes and revised the Reader's Guide.

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| Reading—Young Children's Achievement and Classroom Experiences | 2003 |

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# Reading—Young Children's Achievement and Classroom Experiences

*Kristin Denton, Jerry West, and Jill Walston*

## INTRODUCTION

Kindergarten and 1st grade represent a time of rapid growth and learning for children. During these years, children acquire the reading knowledge and skills that prepare them for future schooling and life. Until recently, little national data have been available on young children's reading skills. While the National Assessment of Educational Progress (NAEP) has regularly assessed the reading skills of U.S. 4th-graders since the early 1970s, few national studies have assessed the reading skills of children when they enter kindergarten and have documented the development of these skills through 5th grade.

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES), strives to help fill this gap in knowledge. The study, which follows the academic progress of a nationally representative sample of children from kindergarten through 5th grade, provides information about children's reading achievement in early elementary school. In particular, the ECLS–K assesses children's reading skills and collects detailed information about children's home literacy environment and the reading instruction they receive from their teachers and schools.[1]

This special analysis summarizes findings from the ECLS–K on children's reading skills throughout the first 2 years of school and the classroom experiences of beginning readers. It starts with a brief description of how children's reading skills are assessed in the study and then presents what this assessment tells us about the development of children's early reading skills across kindergarten and 1st grade. The next section explores some of the factors that relate to kindergartners' reading skills, such as the literacy environment in the home. The focus of the following section is on differences in the instructional practices used to teach reading in kindergarten and the emphasis that is placed on various reading activities and skills. Because kindergartners' school day can vary in length, information about these differences in classroom experiences are presented separately for full-day and half-day kindergarten programs. This special analysis concludes by examining the relationship between the type of kindergarten program children attend (full-day vs. half-day) and their early reading skills and achievement. Understanding the nature of this relationship is particularly important given the increase in the percentage of children who attend full-day programs (Walston and West forthcoming).

## MEASURES OF READING ACHIEVEMENT IN THE ECLS–K

Measuring the reading skills and knowledge of young children was not easy. An assessment was needed that was appropriate for children ages 4–7 and that reflected what was being taught in kindergarten and 1st grade in 1998–2000 (when the ECLS–K assessments were being administered). To respond to these challenges, the developers of the study created an adaptive assessment that was administered individually to students and was untimed. As described below, the ECLS–K reading assessment covered a range of content areas and included items that measured children's various abilities, such as basic skills, vocabulary, and comprehension.

- Basic skills include recognizing the printed word and its component orthographic and phonological coding skills (e.g., knowledge of the alphabet and of the relationship of letters to sounds at the beginning and ending of words).
- Vocabulary includes knowing the meaning of single words that represent objects and groups of objects, actions, and qualities of space and time.

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

- Four types of reading comprehension skills include initial understanding (e.g., identifying the main point of a passage, understanding words in the context of simple passages); interpretation (e.g., linking information across parts of the text as well as focusing on specific information); personal reflection and response (e.g., connecting knowledge from the text with children's own personal background knowledge); and demonstration of a critical stance (considering text objectively—e.g., what events in a passage of text are plausible). Because most kindergartners are just beginning to read, the ECLS–K uses items that assess children's listening comprehension and their reading comprehension.

Absent from the ECLS–K direct reading framework is children's writing. It is not feasible to include a sampling of children's writings given the practical constraints associated with the cost of scoring their samples. The ECLS–K assessment did not include a direct measure of children's oral language.[2] Nonetheless, by assessing a variety of reading skills appropriate for both kindergartners and 1st-graders, the study provides powerful information at a single point in time (i.e., estimates upon entry to kindergarten) and over time (i.e., estimates of growth across kindergarten and 1st grade) (for more information, see Rock and Pollack 2002).

## READING KNOWLEDGE AND SKILLS

The first 2 years of the ECLS–K followed a cohort of students from their entry into kindergarten in fall 1998 to their completion of 1st grade in spring 2000. Thus, the findings from this study address key questions about the reading knowledge and skills of these children when they began kindergarten, their reading gains across kindergarten and 1st grade, and the specific factors that are related to children's reading knowledge and skills.

### What reading skills do children demonstrate when they enter kindergarten?

Children who entered kindergarten for the first time in fall 1998 brought certain reading skills into their kindergarten classrooms. About two-thirds of the kindergartners already knew the letters of the alphabet. About one-third knew the letter-sound relationship at the beginning of words, and about one-in-five knew the letter-sound relationship at the end of words (e.g., "cat" begins with the letter "c"; "dog" ends with the letter "g"). A small percentage of children who entered kindergarten could already read single words or words within the context of a sentence (figure 1).

### What reading skills and knowledge do children gain across kindergarten and 1st grade?

Children made considerable gains in reading during their first 2 years of school (Denton and West 2002). Across the kindergarten year, they learned the alphabet and letter-sound relationships at the beginning and end of words. By the end of kindergarten, nearly all of the children knew their letters, 70 percent understood letter-sound relationships at the beginning of words, and about one-half understood letter-sound relationships at the end of words (figure 1). When the children began 1st grade, about one-quarter could read words that are often used (sight words), and about 1-in-10 could read and understand words in context. By the end of the 1st grade, about three-quarters could read these often-used words, and 4-in-10 could read and understand words in context (figure 1).

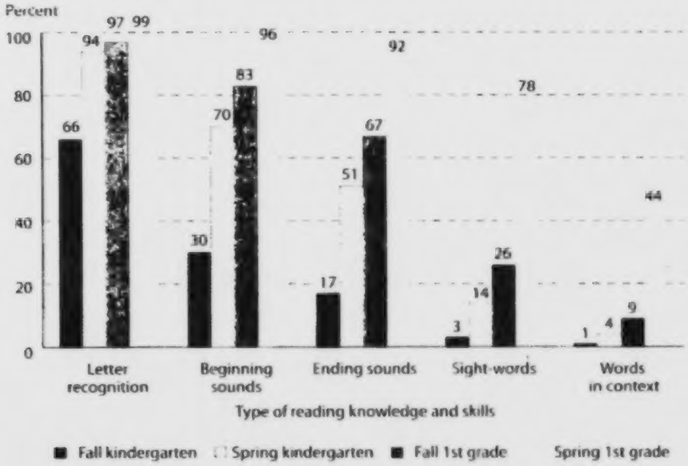
### What are some of the factors that are related to children's reading skills?

Children who entered kindergarten in 1998 differed in the extent to which they demonstrated certain reading abilities—such as recognizing letters and understanding the letter-sound relationship at the beginning and end of words—by

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

**Figure 1. Percentage distribution of first-time kindergartners' reading scores, by type of reading knowledge and skills: Fall 1998, spring 1999, fall 1999, and spring 2000**



NOTE: Based on those assessed in English for all rounds (excludes 19 percent of Asian/Pacific Islander and 31 percent of Hispanic children). Based on children who entered kindergarten for the first time in fall 1998.

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Public-Use Data File (NCES 2002–134).

their background characteristics. For example, White children scored higher than Black and Hispanic children on these reading skills (West, Denton, and Germino Hausken 2000). In addition, children whose mothers had higher levels of education scored higher in these skills than those whose mothers had less education (West, Denton, and Germino Hausken 2000), as did children from nonpoor families than those from poor families (Denton and West 2002).[3] When some of these factors were considered along with other factors that are also associated with children being more at risk of school failure, children from families with multiple risk factors[4] scored lower in reading upon kindergarten entry than children with no risk factors, or even one factor (figure 2 and Zill and West 2000).

As in the beginning of kindergarten, children's reading skills across kindergarten and 1st grade differed by certain characteristics of the child and family. As might be expected, various groups of children showed growth in different areas. During the kindergarten year, as an illustration, children at-risk of school failure[5] made gains that helped close the gap between themselves and their more advantaged peers in terms of basic reading skills, such as recognizing letters; however, on more difficult skills, such as reading single words, the gap between these groups widened (i.e., recognizing sight-words) (West, Denton, and Reaney 2001). At the end of 1st grade, differences began to emerge between boys and girls in the extent to which they acquired certain reading skills. After 2 years of formal schooling, girls were more likely than boys to be able to read single words and to read and

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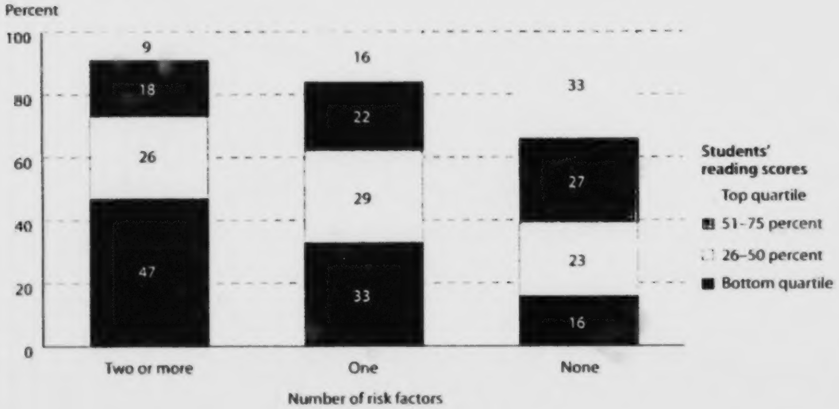
# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

**Figure 2. Percentage distribution of kindergartners at each quartile group of the overall skill distribution, by number of risk factors: Fall 1998**



NOTE: Risk factors are mother's education is less than high school, single-parent family, receipt of welfare assistance, and primary home language other than English. Detail may not sum to totals because of rounding.

SOURCE: Zill, N., and West, J. (2001). *Findings From The Condition of Education 2000: Entering Kindergarten* (NCES 2001–035), figure 10. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 Base Year Public Use Data File (NCES 2002–029).

understand words in context (Denton and West 2002).

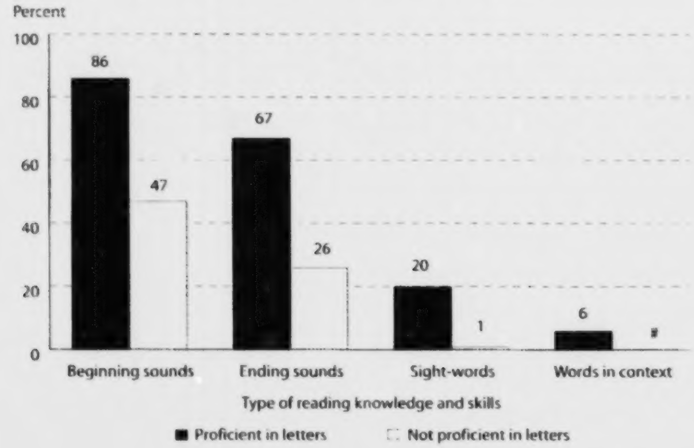
Other factors were related to children's reading skills and knowledge at the start of kindergarten and to their reading achievement at the end of kindergarten and 1st grade. At the beginning of kindergarten, children's reading skills and knowledge were related to their home literacy environment. Children from a "literacy-rich" home environment (i.e., those who are read to, sung to, and told stories to more frequently and those who have more children's books, records/audiotapes/CDs in the home) demonstrated higher reading knowledge and skills than other children. This relationship existed whether their families' income was above or below the federal poverty threshold (*indicator 36*).

Children's performance in reading during kindergarten and 1st grade was also related to their home literacy resources upon entering kindergarten (Denton and West 2002). Paralleling the pattern for children upon kindergarten entry, children with rich literacy environments at home were more likely than other children to perform well in reading at the end of both kindergarten and 1st grade. In addition, children who had certain early literacy knowledge and skills (e.g., could recognize letters of the alphabet, recognize numbers and shapes, and understand the concept of the relative size of objects) when they entered kindergarten demonstrated higher reading proficiency in the spring of both kindergarten and 1st grade than children who did not have this knowledge and skills. Figure 3 shows the relationship between children's proficiency in recognizing letters at kindergarten entry and their specific reading knowledge and skills in the spring of kindergarten.

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

**Figure 3. Percentage of children demonstrating specific reading knowledge and skills in the spring of kindergarten, by proficiency in recognizing letters at kindergarten entry: Spring 1999**



#Rounds to zero.

SOURCE: Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125), figure 5. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Restricted-Use Data File (NCES 2002–134).

Similarly, children who frequently demonstrated positive approaches to learning when they entered kindergarten (e.g., persisted at tasks, paid attention, and were eager to learn) had higher reading skills than children who less frequently displayed such behavior. This pattern was found in the spring of both kindergarten and 1st grade (Denton and West 2002). Figure 4 shows the relationship between children's approaches to learning and their reading skills at the end of kindergarten.

Furthermore, children's health was related to their reading performance in the early years of school. Children who were in "very good" to "excellent" general health when they entered kindergarten had higher scores in reading in the spring of both kindergarten and 1st grade than those children who were less healthy.

As described above, children's reading achievement in kindergarten through the 1st grade is related to certain child and family characteristics, including their home literacy environment, early literacy skills, approaches to learning, and general health. These relationships are still present after controlling for children's poverty status and race/ethnicity (Denton and West 2002). The next section turns to a discussion of children's early instructional experiences in the classroom.

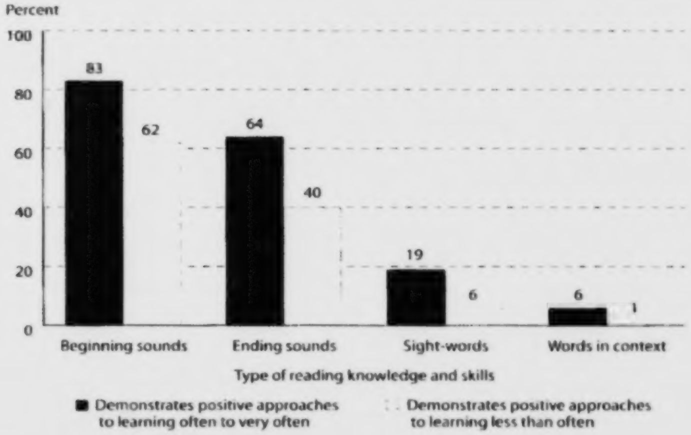
## READING EXPERIENCES IN THE KINDERGARTEN CLASSROOM

The ECLS–K also provides much information about kindergarten classrooms and children's reading instructional experiences in the classroom based on the reports of their teachers. Results from the survey can be used to answer questions

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

**Figure 4. Percentage of children demonstrating specific reading knowledge and skills in the spring of kindergarten, by their approaches to learning at kindergarten entry: Spring 1999**



SOURCE: Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125), table 8. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Restricted-Use Data File (NCES 2002–134).

about the percentages of children who attend kindergarten for a full day or part of a day (half day), the instructional approaches and strategies used in kindergarten classrooms, the amount of attention given to certain reading activities and skills, and whether children's reading gains differ by the type of kindergarten program they attend. The findings are presented separately for full-day and half-day kindergartens.

### What percentage of children attend full-day or half-day kindergarten?

Not every child who attends kindergarten goes to school for a "full day": in 1998–99, 56 percent of children attended a full-day kindergarten program, and 44 percent attended a half-day program. Whether children attended for a full day or a half day varied according to where they lived, their race/ethnicity, and poverty level. In public schools, for example, a higher percentage of children in the South attended full-day programs (83 percent) than children in the Northeast, Midwest, and West (41, 45, and 23 percent, respectively). Urban and rural children were more likely than suburban children to attend full-day programs (59 and 65 percent, respectively, vs. 45 percent). A higher percentage of Black children than White, Hispanic, and Asian children attended full-day programs (79 percent vs. 49, 46, and 40 percent, respectively). Poor children were more likely than nonpoor children to attend full-day programs (62 vs. 51 percent). Fifty-four percent of public school kindergartners and 70 percent of private school kindergartners attended a full-day program, compared with 46 percent and 30 percent of their counterparts who attended half-day programs (Walston and West forthcoming).

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

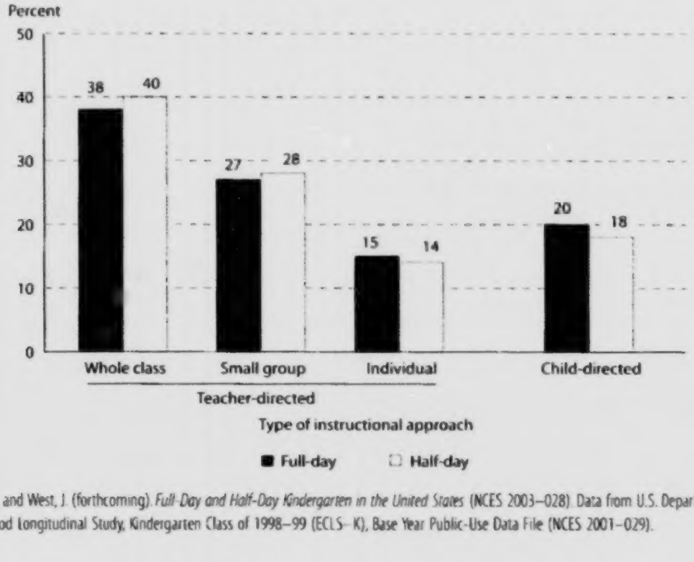
### What instructional practices are used in kindergarten classrooms?

Kindergarten classrooms also differ in terms of the instructional practices that teachers use to help children learn to read.[6] Teachers' practices vary in terms of their instructional approaches—that is, the extent to which learning is teacher directed and involves the whole class; teacher directed and involves small group activities; or teacher guided and involves individual-child activities or child-selected activities. Teachers' practices can also vary according to the ways that children are grouped for instruction—whether children are organized into mixed-level groups, achievement groups, or peer-tutored groups.

In whole-class, teacher-directed activities, the teacher initiates and leads the majority of activities while the entire class is involved. Teachers can also lead and structure small-group and individual teacher-directed activities, which sometimes can occur concurrently with child-selected activities. Child-selected activities in kindergarten might include, for example, the use of learning centers in which the children can choose an activity (and perhaps the time spent on that activity). To account for the difference in the length of day between full- and half-day programs, in this analysis, the minutes that kindergarten teachers reported spending on these activities were converted into the percentage of class time.

Based on teacher reports, full- and half-day classes spent more time in whole class activities than in small group, individual, and child-directed activities. No differences were detected in the percentage of total class time spent on each type of teacher-directed activity by kindergarten program type (figure 5).

**Figure 5. Average percentage of class time that public school kindergarten classes used various instructional approaches, by kindergarten program type: Spring 1999**



SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

## Reading—Young Children's Achievement and Classroom Experiences

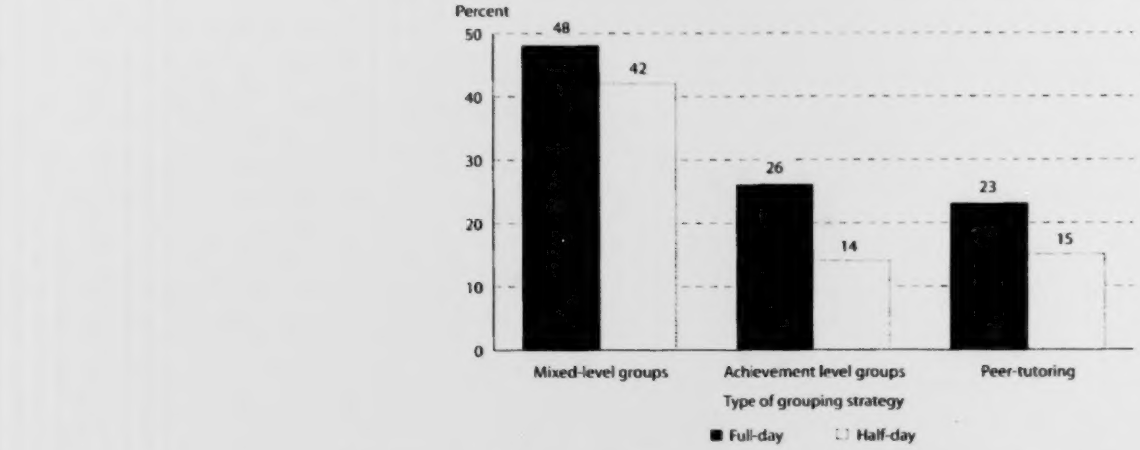
**Continued**

In some classrooms, teachers group children for instruction by their level of ability. As mentioned previously, teachers use various types of groups—mixed-level, reading achievement level, and peer-tutoring—to teach reading. Mixed-level groups consist of children of different ability levels working together. Reading achievement groups include children with similar abilities working together. Peer-tutoring allows proficient students to assist those who are less proficient with a learning activity. Ability grouping in kindergarten is related to the type of program. In spring 1999, full-day classes were more likely than half-day classes to use mixed-level groups (48 vs. 42 percent), reading achievement groups (26 vs. 14 percent), and peer-tutoring in reading (23 vs. 15 percent) on a daily basis (figure 6). Half-day classes used mixed-level groups more often than other types of groups (Walston and West forthcoming).

### How much time is spent in kindergarten classrooms on certain reading activities and skills?

Reading was taught in practically all kindergarten classrooms (97 percent) in 1998–99 (Walston and West forthcoming). In terms of specific reading activities (e.g., learning phonics, learning vocabulary, reading books), teachers reported that kindergartners were more likely to spend time each day learning the names of letters or working on phonics than doing reading worksheets or reading from basal texts. Some differences in the time spent on various reading activities were found by program type. For example, full-day classes were more likely than half-day classes to work on phonics on a daily basis, discuss new vocabulary, read books chosen by the children, read aloud, read silently, work on a reading worksheet, or read from a basal text (figure 7) (Walston and West forthcoming).

**Figure 6. Percentage of public school kindergarten classes that used various grouping strategies daily for reading, by program type: Spring 1999**

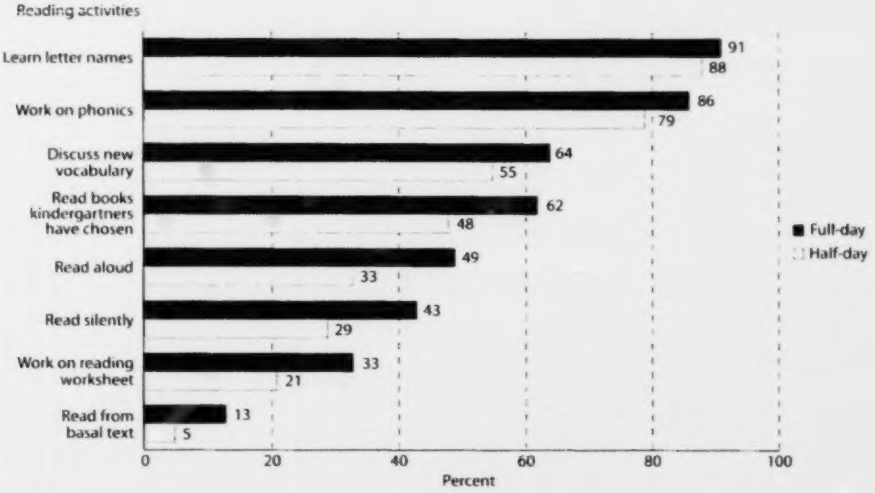


SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

**Figure 7. Percentage of public school kindergarten classes that used certain reading activities daily, by program type: Spring 1999**



SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

In addition to the preceding reading activities, classroom time was also spent on certain reading skills (e.g., matching letters to sounds, conventions of print, making predictions based on text).[7] Recognizing letters of the alphabet and matching letters to sounds were the two most common (i.e., daily) reading skills reported taught in the kindergarten classroom regardless of program type (Walston and West forthcoming). Although there was some consistency in the skills most commonly taught, differences existed. Full-day classrooms were more likely than half-day classrooms to spend time every day on the following skills: letter recognition, letter-sound match, conventions of print, vocabulary, making predictions based on text, using context clues for comprehension, rhyming words, reading aloud, reading multi-syllable words, and alphabetizing (Walston and West forthcoming).

### Do children's reading gains differ by the type of kindergarten program they attend?

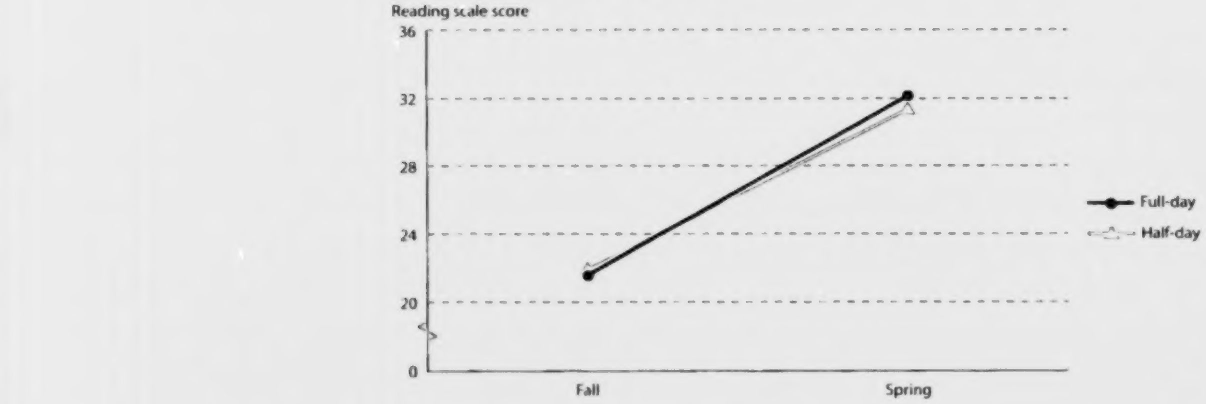
The additional time that children who attend full-day kindergarten spend in school increases their exposure to a variety of instruction activities—learning phonics, reading books, reading from a basal text, and so forth. Findings from the ECLS–K suggest that public school children who attend full-day classes make greater reading achievement gains during the kindergarten year than their counterparts who attend half-day classes (figure 8). On a reading scale that ranged from 0 to 72,[8] the average kindergartner in a full-day program gained 10.6 points over the school year. For children in half-day kindergarten programs, the average gain was 9.4 points.

These differences persist when other characteristics associated with kindergarten program type

## Reading—Young Children's Achievement and Classroom Experiences

**Continued**

**Figure 8. Public school first-time kindergartners' mean reading scores and mean reading gain scores (unadjusted), by program type: Fall 1998 to Spring 1999**



| | Reading score | | |
|---|---|---|---|
| Type of program | Fall 1998 | Spring 1999 | Gain score |
| Full-day kindergarten | 21.6 | 32.1 | 10.6 |
| Half-day kindergarten | 21.9 | 31.3 | 9.4 |

NOTE: Estimates are based on public school first-time kindergarten children attending a regular kindergarten program (not a transitional or multi-grade class) who were assessed in English in both the fall and the spring. Only children with the same teacher in both the fall and spring were included in the analysis. Detail may not sum to totals because of rounding.

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K); Teacher Questionnaire and Child Assessments, Base Year Public-Use Data File (NCES 2001–029).

and/or children's academic success (e.g., race/ethnicity and poverty status), and classroom characteristics that might be related to kindergarten achievement gains (e.g., class size, presence of an instructional aide), are taken into account (Walston and West forthcoming).

### SUMMARY AND DISCUSSION

The ECLS–K provides some of the first nationally representative findings on young children's reading achievement and experiences during the first 6 years of elementary school. This special analysis has reported on the reading skills of children across kindergarten and 1st grade and the kindergarten classroom experiences of beginning readers. Findings from the analysis reveal:

- The differences in children's reading skills and knowledge usually seen in later grades appear to be present as children begin school and persist after 1 and 2 years of school. For example, White children outperform Black and Hispanic children in reading, and children from poor families tend to have lower reading assessment scores than children from nonpoor families.
- The resources children possess when they start kindergarten, such as their early literacy skills and the richness of their home

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

literacy environment, are related to their reading proficiency across kindergarten and 1st grade.

- Attendance in a full-day or half-day kindergarten is related to where the children live, their race/ethnicity, and the poverty level of their families. Attendance in full-day kindergarten is highest in the South, in urban areas, and among Black and poor children.
- The reading instructional activities of full- and half-day public school kindergarten classes seem alike in some ways and different in others. Both types of classes spend about the same percentage of time on whole-class, small group, and individual activities. Both types of classes spend time each day on reading. The most commonly taught skills in both types of classes are recognizing the letters of the alphabet and matching letters to sounds. However, full-day classes are more likely to spend time each day on certain skills, including letter recognition, matching letters to sounds, the conventions of print, and vocabulary.
- Public school children who attend kindergarten for a full day make greater gains in reading over the kindergarten year than public school children who attend kindergarten for half of a day.

The findings in this special analysis scratch the surface of the potential of the ECLS–K to provide information about children's reading achievement and the school, classroom, and home factors that affect their chances of becoming good readers. More study is required to test the relationships between kindergarten and 1st-grade reading curricula and practices and children's reading gains during kindergarten and 1st grade. As data on 3rd- and 5th-graders become available, it will be important to study the effects of children's beginning school resources and experiences on their reading achievement.

# Reading—Young Children's Achievement and Classroom Experiences

**Continued**

## NOTES

[1] In addition to assessing children's skills in reading, the ECLS–K assesses their skills in other cognitive areas. In kindergarten and 1st grade, the study collects information on their performance in the areas of reading, mathematics, and general knowledge. In 3rd and 5th grades, it assesses performance in reading, mathematics, and science. This special analysis focuses on reading.

[2] Teachers of the ECLS–K children were asked about children's writing and oral language skills, and oral language was included as a part of the study's direct assessment of language minority children.

[3] In this analysis, children and their families were classified as poor and not poor based on whether the total household income was below the federal poverty threshold or not. U.S. Census information for 1998 was used to establish the thresholds, where a household of four with a total household income of $16,655 was considered to be in poverty.

[4] These risk factors include mother's education is less than high school, single parent family, receipt of welfare assistance, and primary home language other than English.

[5] These risk factors of school failure are defined above.

[6] The findings about children's reading achievement in the preceding sections reflect percentages of children. The findings in this section refer to percentages of classrooms. Eighty-five percent of kindergartners were in public school classrooms in fall 1998, and the majority of ECLS–K analyses of kindergarten classrooms to date are limited to public schools (Walston and West forthcoming).

[7] Information on how teachers spend their instructional time in reading was collected in the spring; however, this information is representative of instructional time across the entire 1998–99 school year. Similar information is available for mathematics.

[8] During the kindergarten year the reading assessment scores ranged from 0 to 72. In 1st, 3rd, and 5th grades, the range increases as items are added.

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# Section 1

# *Participation in Education*

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## Section 1: Web Site Contents

This List of Indicators includes all the indicators in Section 1 that appear on *The Condition of Education* web site (*http://nces.ed.gov/programs/coe*), drawn from the 2000, 2001, 2002, and 2003 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

| | *Indicator–Year* |
|---|---|
| *Preprimary Education* | |
| Enrollment in Early Childhood Education Programs | 1–2002 |
| *Elementary/Secondary Education* | |
| Past and Projected Elementary and Secondary School Enrollments | 1–2003 |
| Racial/Ethnic Distribution of Public School Students | 3–2002 |
| Family Characteristics of 5- to 17-Year-Olds | 2–2003 |
| Language Minority Students | 4–2003 |
| Concentration of Poverty by School District Urbanicity | 3–2003 |
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| *Adult Learning* | |
| Participation in Adult Education | 8–2003 |

# Introduction: Participation in Education

The indicators in this section explore trends in enrollments at all levels—a key indicator of scope and access to educational opportunities and a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources such as qualified teachers, physical facilities, and funding levels required to provide a high-quality education for the nation's students.

To provide a basic descriptor of American education, this section provides past and projected enrollments at the elementary and secondary levels and at the undergraduate and graduate/first-professional levels, as well as the rates of participation in adult education. Elementary and secondary education provides knowledge and skills that prepare students for further learning and productive membership in society. Because enrollment at the elementary and secondary levels is mandatory, changes in enrollment at these levels are driven by shifts in the size of the school-age population, which fluctuates due to changes in birth rates, immigration, and other factors. Postsecondary education provides students with opportunities to gain advanced knowledge and skills either immediately after high school or later in life. Because postsecondary education is voluntary, changes in total undergraduate enrollments reflect fluctuations in enrollment rates and the perceived availability and value of postsecondary education. Graduate and professional enrollments form an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of disciplines. Many adults also participate in lifelong learning activities to upgrade their work-related skills, change their careers, or expand their personal interests.

To gauge the scope and access to educational opportunities that exist, this section examines family and student characteristics of school-age children, the concentration of poverty by school district urbanicity, and the enrollment of foreign-born students in postsecondary institutions. These indicators provide additional insight into the makeup of the student body, which is important to fully understanding the educational system.

In addition to the indicators on the following pages, indicators on participation in education from past editions of *The Condition of Education* are available at ***http://nces.ed.gov/programs/coe/list/index.asp***, including indicators on enrollment in early childhood education programs and the racial/ethnic distribution of elementary and secondary public school students. A full list of the indicators in this section available online can be found on the previous page.

# Elementary/Secondary Education

## Past and Projected Elementary and Secondary School Enrollments

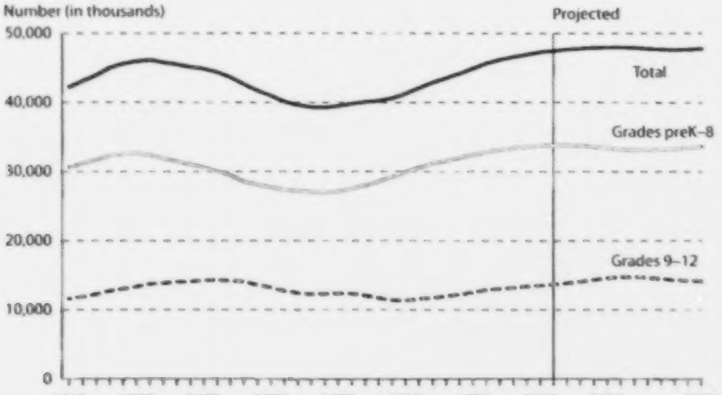
*Public elementary and secondary enrollment is projected to reach 47.9 million in 2005, decrease to 47.6 million in 2010, and then increase to 47.7 million in 2012. The West will experience the largest increase in enrollments.*

Rising immigration—the immigrant population nearly tripled from 1970 to 2000 (Schmidley 2001)—and the baby boom echo—the 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990—are boosting school enrollment. After declining during the 1970s and early 1980s, enrollment in public schools for prekindergarten through grade 12 increased in the latter part of the 1980s and the 1990s, reaching an estimated 47.6 million in 2002. Enrollment is projected to be 47.7 million in 2003. Through the first half of this decade, public enrollment for prekindergarten through grade 12 is projected to increase to an all-time high of 47.9 million in 2005, decrease to 47.6 million in 2010, and then increase to 47.7 million in 2012. Public enrollment in prekindergarten through grade 8 is projected to decrease from 2002 through 2008 and then to increase, whereas public enrollment in grades 9–12 is projected to increase from 2002 through 2007 and then to decrease (see supplemental table 1-1).

The South has had larger enrollments than other regions over the past 30 years. During that time, the regional distribution of students in public schools changed, with the West and South increasing their share of total enrollment. Between 2002 and 2012, the West's share of total enrollment will continue to increase. Public enrollment in prekindergarten through grade 12 is expected to decrease in the Northeast and Midwest, to remain stable in the South, and to increase from 11.4 million to 12.3 million in the West between 2002 and 2012.

Private school enrollment for grades K–12 increased from 4.7 million in 1989–90 to 5.1 million in 1999–2000. Between these years, enrollment in private schools increased in the South and West, while it remained stable in the Northeast and Midwest. Private school enrollment for grades K–12 was highest in the South in 1999–2000. Despite experiencing increases, the West continues to have the fewest students in private schools (see supplemental table 1-2).

**SCHOOL ENROLLMENT: Public elementary and secondary school enrollment in prekindergarten through grade 12 (in thousands), by grade level, with projections: Fall 1965–2012**



NOTE: Includes kindergarten and most prekindergarten enrollment.

SOURCE: U.S. Department of Education, NCES (2002). *Projections of Education Statistics to 2012* (NCES 2002–030), table 1 and *Digest of Education Statistics 2001* (NCES 2002–130), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1987–2000 and *Statistics of Public Elementary and Secondary School Systems*, various years.

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 1-1, 1-2
Schmidley 2001

# Elementary/Secondary Education

## Family Characteristics of 5- to 17-Year-Olds

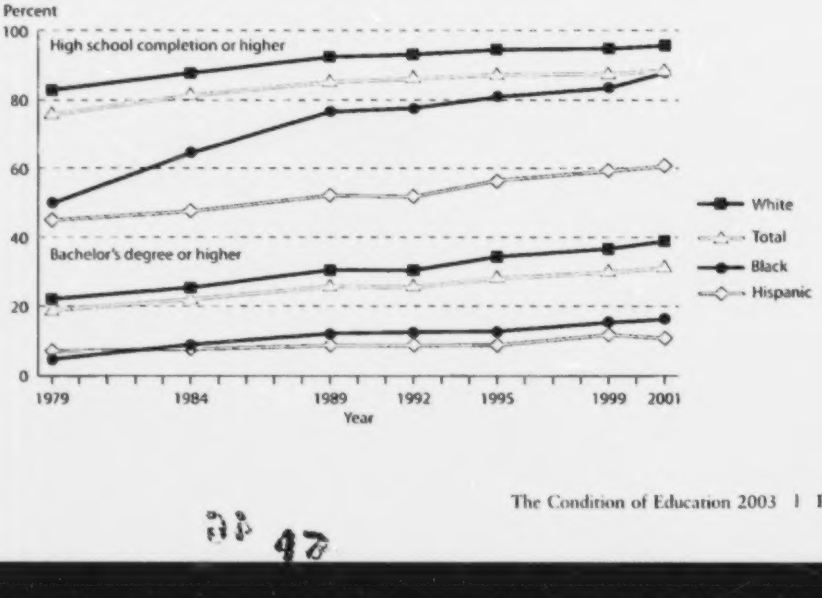
*The level of parental education has increased for children in the past 20 years, though the parents of Black and Hispanic children continue to have less education than their White peers.*

A child's family environment affects many aspects of that child's life, including achievement in school. From 1979 to 2001, the educational attainment of children's parents increased. The percentage of 5- to 17-year-olds whose parents had at least completed high school increased from 76 percent in 1979 to 88 percent in 2001, and the percentage of children whose parents had a bachelor's degree or higher increased from 19 percent to 31 percent. The parents of Black children had the largest increase in the percentage completing high school or higher, and the parents of White children had the largest increase in the percentage attaining a bachelor's degree or higher. In 2001, the parents of White children were more likely to have completed high school or higher than their Black and Hispanic peers, and the parents of Black children were more likely to have completed high school or higher than the parents of Hispanic children.

The poverty rate of school-aged children in 2001 was about 17 percent, not statistically different from the percentage in 1976, despite changes throughout the period. The percentage of children classified as "nonpoor" (twice the poverty level or more) increased and the percentage classified as "near-poor" (100–199 percent of the poverty level) decreased from 1976 to 2001. There were smaller percentages of Black and White children in poverty in 2001 than in 1976. Black children experienced the largest decline in poverty, from 50 percent in 1976 to 31 percent in 2001. Black and Hispanic children in 2001 were more likely than White children to be impoverished.

The past 25 years have seen a decrease in the percentage of two-parent households, from 83 percent in 1976 to 68 percent in 2001. White and Hispanic children ages 5–17 in 2001 were more likely than their Black peers to be living in a two-parent household. The percentage of children speaking a language other than English at home increased from 8 percent in 1979 to 17 percent in 1999 (the last year for which data are available). This increase is due in part to the increased Hispanic population in the United States: 71 percent of Hispanic children ages 5–17 spoke a language other than English at home in 1999, compared with 4 percent of White and Black children (see supplemental table 2-1).

**FAMILY CHARACTERISTICS: Percentage of 5- to 17-year-olds whose parents had at least completed high school or attained a bachelor's degree or higher, by race/ethnicity: Selected years 1979–2001**



NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. Information on parents' educational attainment is available only for those parents who lived in the same household with their child. See *supplemental note 2* for more information. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, various years, previously unpublished tabulation (January 2003).

**FOR MORE INFORMATION:**
Supplemental Notes 1, 2
Supplemental Table 2-1
NCES 93-699
Grissmer et al. 1994

# Elementary/Secondary Education

## Concentration of Poverty by School District Urbanicity

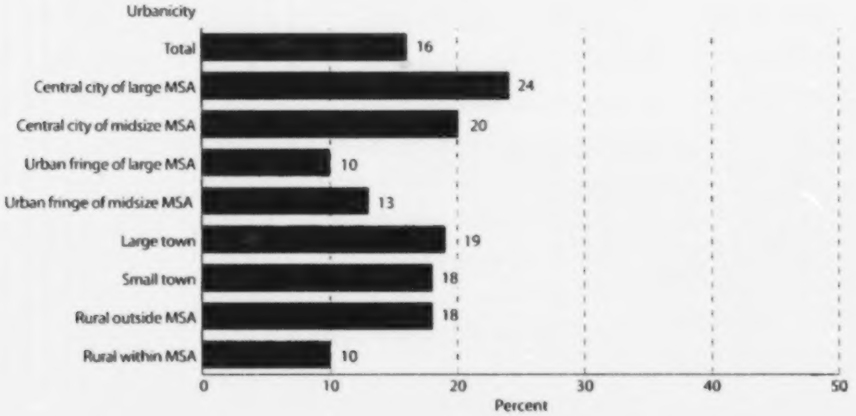
*Compared with students in other types of communities, students in central cities are more likely to be poor, and students in urban fringe or rural areas within metropolitan areas are less likely to be poor.*

Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school (NCES 96–184). In 1999 (the most recent year for which data are available on the numbers of children in poverty by school district), 16 percent of all children ages 5–17 lived in households where the annual income in the previous year was below the poverty level (see supplemental table CPV-1).

The concentration of poverty among all school-aged children varies appreciably by the urbanicity of school districts in which they live. In 1999, 24 percent of school-age children in school districts in central cities of large metropolitan areas lived in poverty, followed by 20 percent of children living in school districts in central cities within midsize metropolitan areas. The areas with the lowest concentration of school-age children in poverty (10 percent) were rural areas within metropolitan areas and urban fringes of large metropolitan areas. More school-age children were in poverty in rural areas outside metropolitan areas and in large and small towns than in the urban fringe.

The Midwest had the lowest concentration of school-age children in poverty in 1999, followed by the Northeast, West, and South. The Northeast, Midwest, and West followed the national pattern of higher levels of school-age children in poverty in central cities of large metropolitan areas and lower levels in the urban fringe or rural areas within metropolitan areas. Compared with other types of communities in their regions, the Northeast and Midwest had the largest differences between the percentage of poor children in central cities of large metropolitan areas: both regions had lower levels of school-age children in poverty in the urban fringe, large and small towns, and rural areas than the national level for each type of community. In the South, the concentration of school-age children in poverty was more evenly distributed, with comparable levels of poverty in central cities, large and small towns, and rural areas outside metropolitan areas.

**ELEMENTARY AND SECONDARY EDUCATION: Percentage of related children ages 5–17 in poverty, by urbanicity: 1999**



NOTE: MSAs denote metropolitan statistical areas and are geographic areas containing a large population nucleus together with adjacent communities having a high degree of social and economic integration. To define poverty, the Bureau of the Census uses a set of money income thresholds, updated annually, that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. See *supplemental note 1* for further information on poverty and a definition of urbanicity and the states in each region.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2000–01 and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Small Area Income and Poverty estimates, Title I Eligibility Database, 1999.

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 3

Supplemental Table 3-1

NCES 96–184; National Academy of Sciences 1999

# Elementary/Secondary Education

## Language Minority Students

*The number of 5- to 24-year-olds who spoke a language other than English at home more than doubled between 1979 and 1999.*

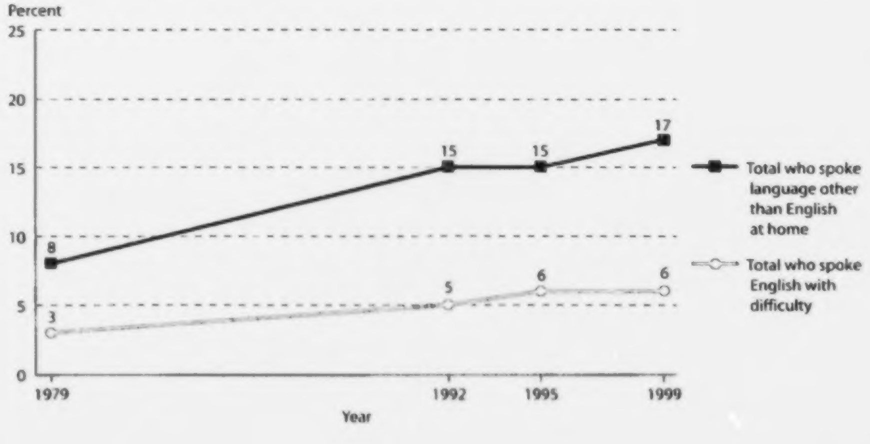
Among significant population changes in the past 20 years has been the growth in the number of 5- to 24-year-olds who were reported speaking a language other than English at home, from 6.3 million in 1979 to 13.7 million in 1999. In 1979, 8 percent of all 5- to 24-year-olds spoke a language other than English at home, compared with 17 percent in 1999. Of those who spoke a language other than English at home in 1979, 2.2 million spoke English with difficulty (i.e., spoke English less than "very well"), compared with 4.5 million in 1999. Three percent of all 5- to 24-year-olds spoke a language other than English at home and spoke English with difficulty in 1979, compared with 6 percent in 1999 (see supplemental table 4-1).

From 1979 to 1999, the population of 5- to 24-year-olds increased by 6 percent. In contrast, the percentage who spoke a language other than English at home increased by 118 percent during this period, and the percentage who spoke a language other than English at home and who spoke English with difficulty increased by 110 percent.

Of those who spoke a language other than English at home in 1999, one-third spoke English with difficulty. Spanish was most frequently spoken by 5- to 24-year-olds who spoke a language other than English at home (72 percent) and by those who spoke English with difficulty (78 percent) (see supplemental table 4-2).

Native-born children who spoke a language other than English at home were more likely than their foreign-born peers to speak English "very well" (78 vs. 49 percent) in 1999. Among native-born children who spoke a language other than English at home, those with native-born parents were more likely than those with foreign-born parents to speak English "very well." Among foreign-born children who spoke a language other than English at home in 1999, the more recently the child came to the United States, the more likely that child was to report having difficulty speaking English: 74 percent of those who came between 1995 and 1999 spoke English with difficulty, compared with 49 percent of those who came between 1990 and 1994.

**LANGUAGE MINORITY: Percentage of 5- to 24-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years 1979–99**



NOTE: Respondents were asked if the children in the household spoke a language other than English at home. If they answered "yes," they were asked how well they could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 1979 and October 1992, 1995, and 1999, previously unpublished tabulation (December 2002).

FOR MORE INFORMATION:
Supplemental Note 2
Supplemental Tables 4-1, 4-2
NCES 2003–032

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# Undergraduate Education

## Past and Projected Undergraduate Enrollments

*Unlike the 1980s and 1990s, undergraduate enrollment in 4-year institutions is projected to increase at a faster rate than undergraduate enrollment in 2-year institutions in the next 10 years. Women's undergraduate enrollment is expected to continue increasing at a faster rate than men's.*

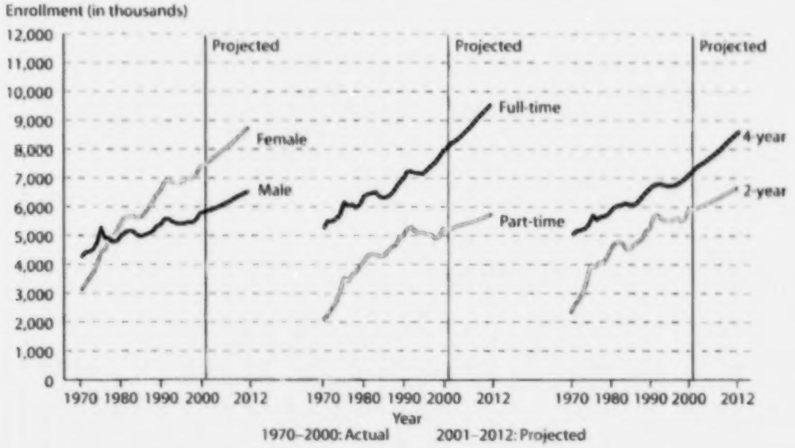
Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased in the past three decades, and it is projected to increase throughout the next 10 years. These increases have been accompanied by changes in the attendance status of students, the type of institution attended, and the proportion of students who are women. The number of students enrolled both part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are projected to reach a new high each year from 2003 to 2012.

In the past, more undergraduate students were enrolled full time than part time in degree-granting 2- and 4-year postsecondary institutions. This pattern is expected to continue in the future. In the 1970s, part-time undergraduate enrollment increased at a faster rate than full-time undergraduate enrollment, but the majority of students were still enrolled full time. During the 1980s, growth slowed for both groups. In the 1990s, full-time undergraduate enrollment increased at a faster rate, while part-time undergraduate enrollment remained fairly constant. In the present decade, full-time undergraduate enrollment is expected to increase at a faster rate than part-time undergraduate enrollment (see supplemental table 5-1).

More undergraduate students attended 4-year institutions than 2-year institutions. After strong growth in the 1970s, the rate of increase in undergraduate enrollment at 2-year institutions slowed in the 1980s and slowed still further in the 1990s. However, it is expected to increase again in the present decade. Four-year undergraduate enrollment has increased over the past three decades and is expected to increase at a faster rate than undergraduate enrollment in 2-year institutions in the next 10 years.

In 1978, the number of undergraduate women in degree-granting 2- and 4-year institutions exceeded the number of undergraduate men. Since the 1970s, women's undergraduate enrollment has increased faster than men's. In the next 10 years, men's undergraduate enrollment is projected to increase, but women's undergraduate enrollment is projected to grow at a faster rate.

**UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, attendance status, and type of institution, with projections: Fall 1970–2012**



NOTE: Projections are based on the middle alternative assumptions concerning the economy. For more information, see NCES 2002–030. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2002–130, pp. 509–510.

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–130), table 188, and *Projections of Education Statistics to 2012* (NCES 2002–030), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–00).

FOR MORE INFORMATION:

Supplemental Notes 3, 8

Supplemental Table 5-1

# Undergraduate Education

## Foreign-Born Students in Postsecondary Institutions

*In 1999–2000, 5 percent of undergraduate students in the U.S. were permanent residents and 2 percent were foreign students with a visa, compared with 3 and 9 percent, respectively, of graduate/first-professional students.*

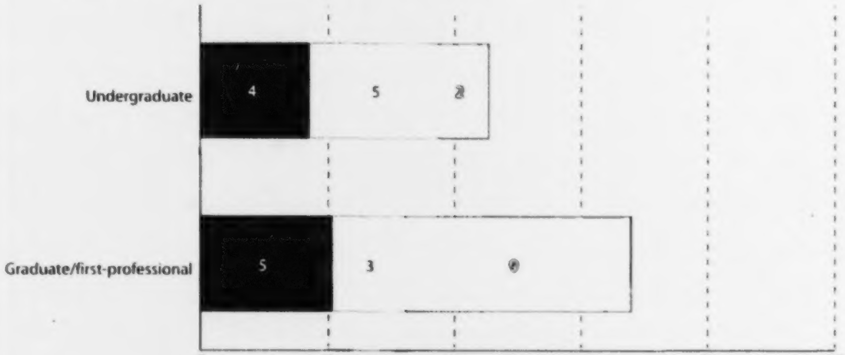
The U.S. foreign-born population has nearly tripled since 1970, when it was at its lowest point in the last century (Schmidley 2001). The number of foreign-born students in postsecondary institutions reflects this growth. In 1999–2000, 11 percent of undergraduate students and 17 percent of graduate/first-professional students were foreign born. Eleven percent of both undergraduate and graduate/first-professional students were first-generation students: they were born in the United States but their parents were not (see supplemental table 6-1).

Five percent of the total undergraduate population were foreign-born permanent residents and 2 percent were foreign students with a visa. Three percent of graduate/first-professional students were permanent residents and 9 percent were foreign students with a visa. An additional 4 percent of undergraduates and 5 percent of graduate/first-professional students were foreign-born U.S. citizens. A majority of foreign-born undergraduates came to the United States more than 10 years ago (6 percent of the total postsecondary undergraduate population). Among students who reported the country from which they emigrated, Asia was the most frequently cited country of origin by both undergraduate and graduate/first-professional foreign-born students.

Foreign-born undergraduates in 1999–2000 were more likely than the average undergraduate to be "nontraditional students." A nontraditional student is one with any of the following characteristics: has delayed enrollment, attends part time, works full time while enrolled, is considered financially independent for purposes of determining financial aid, has dependents other than a spouse, is a single parent, or does not have a high school diploma. In 1999–2000, foreign-born undergraduates were less likely than the average undergraduate to have no nontraditional traits and were more likely to be highly nontraditional (four or more nontraditional traits).

According to the first-generation students who responded, a majority of the parents of undergraduates immigrated before 1975 and a majority of the parents of graduate/first-professional students immigrated before 1965. First-generation undergraduates were less likely than the average undergraduate to be nontraditional students.

**FOREIGN-BORN STUDENTS: Percentage of undergraduate and graduate/first-professional students in the United States who were foreign born, by citizen status and type of degree program: 1999–2000**



NOTE: For information about the classification of postsecondary institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), previously unpublished tabulation (January 2003).

FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Table 6-1
NCES 2002-012
Schmidley 2001

# Graduate and Professional Education

## Trends in Graduate/First-Professional Enrollments

*Enrollment in both graduate and first-professional programs increased from 1976 to 2000, with female enrollment increasing faster than male enrollment. The percentage of female graduate students increased from 46 percent in 1976 to 58 percent in 2000.*

Graduate and first-professional enrollment in degree-granting institutions increased over the past 25 years. These increases were accompanied by changes in the percentage distribution by sex, enrollment status, and race/ethnicity. Enrollment in graduate programs increased 39 percent, from 1.3 million in 1976 to nearly 1.9 million in 2000, while enrollment in first-professional programs increased 26 percent, from 244,000 to 307,000. In the next 10 years, enrollment at both graduate and first-professional programs is projected to continue to increase, with graduate enrollment at more than 2 million and first-professional enrollment close to 350,000 by 2012 (see supplemental table 7-1).

The enrollment trends differ by sex in graduate and first-professional programs. In 1976, more men than women attended both programs. Since then, female enrollment in graduate programs has increased by 73 percent, while male enrollment has increased by 9 percent. In 1976, females represented 46 percent of total graduate enrollment. In 1984, female enrollment first exceeded male enrollment, and females represented 58 percent of graduate enrollment in 2000. There has been an increase in female first-professional enrollment: female enrollment has increased by 162 percent since 1976, while male enrollment has decreased by 14 percent. In 1976, women made up 22 percent of first-professional enrollment, compared with 47 percent in 2000.

There have been similar gains in the enrollment of minorities. In the past 25 years, minority enrollment in graduate programs increased 167 percent, while White enrollment increased 13 percent. Enrollments among Hispanics and Asians/Pacific Islanders have seen the greatest growth. Minority enrollment in first-professional programs grew by 271 percent from 1976 to 2000, compared with no growth in White enrollment. Both graduate and first-professional enrollments for nonresident aliens have increased since 1976 (221 and 175 percent, respectively) (see supplemental table 7-2).

For the last 25 years, the majority of graduate students have been enrolled part time. Since 1976, however, there has been an increase of 76 percent in full-time enrollment in graduate programs, compared with a 19 percent increase in part-time enrollment. The majority of first-professional students are enrolled full time.

**GRADUATE/FIRST-PROFESSIONAL ENROLLMENT: Graduate and first-professional enrollment (in thousands) in degree-granting institutions in 1976 and 2000 and percentage increase between the 2 years, by sex, race/ethnicity, and attendance status**

| | Graduate enrollment | | | First-professional enrollment | | |
|---|---|---|---|---|---|---|
| Characteristic | 1976 | 2000 | Percentage change | 1976 | 2000 | Percentage change |
| **Total** | **1,333** | **1,850** | **38.8** | **244** | **307** | **25.5** |
| Sex | | | | | | |
| Male | 714 | 780 | 9.2 | 190 | 164 | -13.7 |
| Female | 619 | 1,071 | 73.0 | 54 | 143 | 162.0 |
| Race/ethnicity[1] | | | | | | |
| White | 1,116 | 1,259 | 12.8 | 220 | 220 | 0.0 |
| Total minority | 134 | 359 | 167.3 | 21 | 78 | 270.9 |
| American Indian | 5 | 10 | 101.5 | 1 | 2 | 84.4 |
| Asian/Pacific Islander | 25 | 96 | 291.0 | 4 | 37 | 804.3 |
| Black | 78 | 158 | 101.2 | 11 | 24 | 110.3 |
| Hispanic | 26 | 95 | 261.9 | 5 | 15 | 239.0 |
| Nonresident alien | 72 | 232 | 220.8 | 3 | 8 | 175.2 |
| Attendance status | | | | | | |
| Full-time | 463 | 813 | 75.6 | 220 | 274 | 24.3 |
| Part-time | 870 | 1,037 | 19.2 | 24 | 33 | 36.8 |

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: Data include unclassified graduate students. Numbers may differ from those in other NCES publications because of alternative methods of handling those whose race is unknown. Detail may not sum to totals because of rounding. See the glossary for a definition of first-professional degrees.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 189, 190, and 208. Data from U.S. Department of Education, NCES, 1976 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:00).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 8

Supplemental Tables 7-1, 7-2

# Adult Learning

## Participation in Adult Education

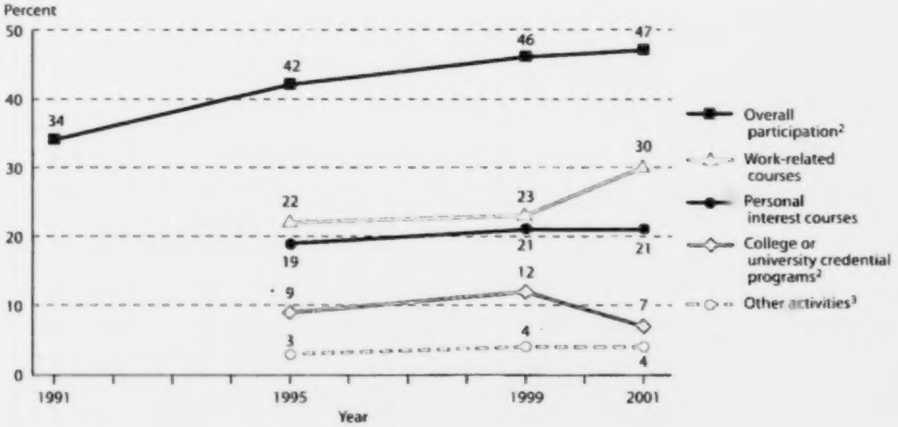
*The percentage of the population age 16 and above participating in adult education increased from 1991 to 2001. Work-related courses and personal interest courses were the most popular forms of adult education in 2001.*

In an age of rapid economic and technological change, lifelong learning can provide benefits for individuals and for society as a whole. Lifelong learning activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and college or university credential programs. Excluding "traditional" students (among 16- to 24-year-olds, full-time participation in a college or university credential program was not counted as an adult education activity), participation in adult education among those age 16 and above increased to 47 percent in 2001 from 34 percent in 1991 and from 42 percent in 1995. Among different types of education activities, the percentage of persons age 16 and above (excluding traditional students) participating in a college or university credential program in 2001 was lower than in 1995 and 1999. The percentage of persons participating in work-related courses in 2001 was greater than in 1995 and 1999 (see supplemental table 8-1).

In 2001, 16- to 24-year-olds (excluding traditional students) had a higher rate of participation in adult education activities than the rest of the population (age 25 and above). They were less likely to participate in work-related courses but more likely to participate in college or university credential programs, personal interest courses, or other activities, including basic skills training, apprenticeships, or ESL.

Among all persons age 16 and above in 2001 (excluding traditional students), work-related courses were the most prevalent form of lifelong learning (30 percent), followed by personal interest courses (21 percent), college or university credential programs (7 percent), and other activities (4 percent). Females had higher rates of both overall participation and participation in personal interest courses than males in 2001. White and Asian/Pacific Islander persons age 16 and above had higher rates of overall participation than their Black and Hispanic peers. Higher educational attainment was associated with participation in overall adult education activities, work-related courses, and personal interest courses (see supplemental table 8-2).

**ADULT EDUCATION: Percentage of population age 16 and above who participated in adult education, by type of activity: 1991[1], 1995, 1999, and 2001**



[1] Data for 1991 are not available beyond the overall participation rate.

[2] Among those ages 16–24, full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult education activity.

[3] Includes basic skills training, apprenticeships, and ESL courses.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 and above who are not enrolled in elementary or secondary school. See the glossary for a definition of adult education. Percentages for individual activities do not sum to the overall participation because individuals may participate in multiple activities. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, and 2001 NHES questionnaires that could affect the measurement of course participation. The sample includes individuals who do not speak English, and this is likely to affect the participation rates for Hispanics.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), and Adult Education Survey of the National Household Education Surveys Program (AE–NHES:1991, 1995, and 1999), previously unpublished tabulation (January 2003).

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental tables 8-1, 8-2
NCES 2002–119

# Section 2
# *Learner Outcomes*

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# Section 2: Web Site Contents

This List of Indicators includes all the indicators in Section 2 that appear on *The Condition of Education* web site (http://nces.ed.gov/programs/coe), drawn from the 2000, 2001, 2002, and 2003 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

| | *Indicator–Year* |
|---|---|
| *Early Childhood Outcomes* | |
| Students' Reading and Mathematics Achievement Through 1st Grade | 9–2003 |
| Children's Skills and Proficiencies in Reading and Mathematics Through 1st Grade | 9–2001 |
| *Academic Outcomes* | |
| Reading Performance of Students in Grade 4 | 7–2002 |
| Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds | 10–2001 |
| Reading Performance of Students in Grades, 4, 8, and 12 | 13–2000 |
| Trends in the Achievement Gap in Reading Between White and Black Students | 8–2002 |
| International Comparisons of Reading Literacy in Grade 4 | 10–2003 |
| International Comparisons of Reading Literacy Among 15-Year-Olds | 9–2002 |
| Mathematics Performance of Students in Grades 4, 8, and 12 | 11–2003 |
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| Poverty and Student Mathematics Achievement | 12–2003 |
| Science Performance of Students in Grades 4, 8, and 12 | 12–2002 |
| Trends in the Science Performance of 9-, 13-, and 17-Year-Olds | 13–2001 |
| International Comparisons of 8th-Graders' Performance in Mathematics and Science | 13–2002 |
| Geography Performance of Students in Grades 4, 8, and 12 | 13–2003 |
| U.S. History Performance of Students in Grades 4, 8, and 12 | 14–2003 |
| *Adult Literacy* | |
| Adult Literacy Habits and Media Use | 15–2001 |
| *Social and Cultural Outcomes* | |
| Voting Participation | 15–2003 |
| International Civic Participation | 16–2003 |
| Civic Performance of U.S. Students in an International Perspective | 15–2002 |
| Community Service Participation in Grades 6–12 | 16–2001 |
| Civic Activities of Youth: News Attentiveness | 21–2000 |
| Education and Health | 14–2002 |
| *Economic Outcomes* | |
| Annual Earnings of Young Adults | 16–2002 |

# Introduction: Learner Outcomes

The indicators in this section present findings on student achievement and outcomes and the progress that is being made in improving student performance and closing achievement gaps.

Student achievement is measured as the progress made by children after they enter the educational system. Children enter school with varying levels of knowledge and skill. Measures of these early childhood competencies represent important indicators of future prospects both inside and outside of the classroom. As students proceed through school, it is essential to measure their progress to ensure they are acquiring the necessary skills and understanding challenging subject matter. Academic outcomes are measured as the change in performance over time, as the percentage of students achieving predetermined standards of competence, and through international comparisons of national averages. Together, these measures help create a composite picture of academic achievement.

In addition to academic achievement, there are culturally and socially desirable outcomes of education. One measure of these outcomes is an educated, capable, healthy, and engaged citizenry, which can be gauged by civic knowledge, community volunteerism, and voting participation, among other things—all of which are necessary to ensure a well-rounded and complete education.

Adult education and economic outcomes also figure prominently among indicators of education outcomes. Adult education refers to the lifelong learning capacities of adults and the educational opportunities provided to them to continue meeting the changing needs of society. Economic outcomes refer to the wages employers are prepared to pay individuals with varying levels of skill and competence.

In addition to the indicators on learner outcomes presented in the following pages, indicators from previous editions of *The Condition of Education* are available at ***http://nces.ed.gov/programs/coe/list/i2.asp***, including indicators on the reading performance of students, an international comparison of student performance in mathematics, trends in the achievement gap in reading between White and Black students, and the relationship between educational attainment and health. A full list of the indicators in this section available online can be found on the previous page.

# Early Childhood Outcomes

## Students' Reading and Mathematics Achievement Through 1st Grade

***Differences in children's reading and mathematics skills when they enter kindergarten persist or increase across the kindergarten and 1st-grade years.***

The Early Childhood Longitudinal Study is collecting information on a cohort of children who began kindergarten in the fall of 1998. These children will be followed through the 5th grade. One purpose of the study is to assess the gains in the children's knowledge and skills in reading and mathematics from the beginning of kindergarten through 5th grade.

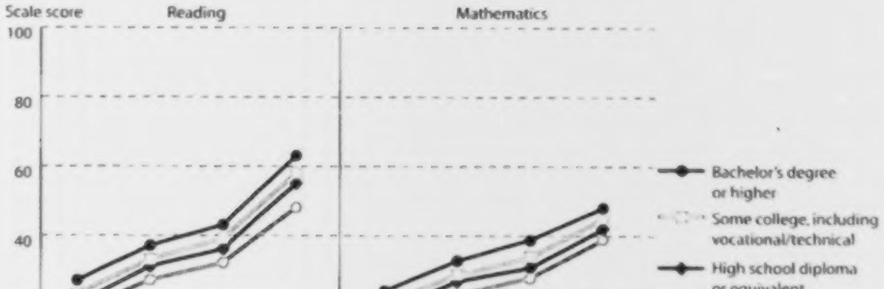
From the beginning of kindergarten to the end of 1st grade, children demonstrated significant gains in reading and mathematics knowledge and skills. During kindergarten, the average reading scale scores increased by 10 points, or about one standard deviation. From fall to spring of 1st grade, when many children learn to read, children's average reading scale scores increased by 19 points, or about two standard deviations. In mathematics, children's average scale scores increased by 8 and 10 points in kindergarten and 1st grade, respectively, or about one standard deviation in each grade (see supplemental table 9-1).

When the children entered kindergarten, their reading and mathematics skills differed by their mother's education. The average scores of children whose mothers had a bachelor's degree or more were 9 points higher in reading and 8 points higher in mathematics as they entered kindergarten than children whose mothers had not completed high school.

Whether the gaps in reading and mathematics performance change over the course of schooling is an important measure of the contribution of schooling to educational equity. Among children who entered kindergarten in 1998, the differences in children's average reading and mathematics performance persisted or increased through the first 2 years of school. No differences were detected in children's reading gains in kindergarten by the level of their mother's education, while 1st-graders whose mothers had completed high school demonstrated greater gains than children whose mothers had less education. In mathematics, no differences were detected in the gains in each year.

In reading, no differences were detected between the scores in the spring of kindergartners whose mothers had less than a high school education and the entry scores in the previous fall of kindergartners whose mothers had a bachelor's degree or higher. The same pattern was evident in mathematics for both kindergartners and 1st-graders.

**EARLY READING AND MATHEMATICS PERFORMANCE: Children's overall reading and mathematics performance from kindergarten through 1st grade, by mother's education: 1998–2000**



NOTE: A standard deviation provides information about the distribution of students' scale scores. In a normal distribution, 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean. The reading scale score ranged from 0–72, and the mathematics score from 0–64. Estimates based on children assessed in English in fall and spring of kindergarten and 1st grade (excludes approximately 19 percent of Asian and 31 percent of Hispanic children). Estimates based on children who entered kindergarten for the first time in fall 1998 and were promoted to 1st grade in fall 1999.

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Data files, fall 1998 through spring 2000, previously unpublished tabulation (March 2001).

FOR MORE INFORMATION:
Supplemental Note 3
Supplemental Table 9-1
NCES 2000–062, Indicators 11, 12,
NCES 2000–070, NCES 2001–023

# Academic Outcomes

## International Comparisons of Reading Literacy in Grade 4

*U.S. 4th-graders performed above the international average of 35 countries in reading literacy in 2001. Three countries had a higher average combined reading literacy scale score than the United States and 23 countries had lower average scores.*

The Progress in International Reading Literacy Study (PIRLS) assessed the reading literacy of 4th-graders in 35 countries in 2001. The average U.S. 4th-grade combined reading literacy scale score of 542 was above the international average of the 35 countries. England, the Netherlands, and Sweden had a higher combined reading literacy scale score, and 23 countries had a lower average score than the U.S. average. There were no detectable differences between the U.S. average scale score and the average score in 8 countries.

For the PIRLS assessment, combined reading literacy was divided into two subscales: reading for literary purposes and for informational purposes. U.S. 4th-graders had a higher average scale score on reading for literary purposes than on reading for informational purposes. They had a higher average scale score than the international average on both subscales. On reading for literary purposes, Sweden had a higher average scale score, and 26 countries had a lower average score than the U.S. average. No difference was found between the average score of 7 countries and the U.S. average. On reading for informational purposes, Bulgaria, England, Latvia, the Netherlands, and Sweden had a higher average scale score than the United States. No difference was found between the average scale score of 12 countries and the U.S. average, and 17 countries had a lower average score than that of U.S. 4th-graders (see supplemental table 10-1).

In all 35 countries, females outperformed males on the combined reading literacy scale, with a gap ranging from 27 points in Belize, Iran, and New Zealand to 8 points in Italy. Among U.S. 4th-graders, females had an average score of 551, while males had an average score of 533, a gap of 18 points.

Nineteen percent of U.S. students reached the top 10 percent benchmark of the combined reading literacy scale, meaning that almost one-fifth of U.S. respondents scored in the top 10 percent internationally. Forty-one percent of U.S. 4th-graders reached the upper quarter benchmark, and 68 percent reached the median benchmark, meaning that almost 70 percent of U.S. 4th-graders scored above the international average. Eighty-nine percent of U.S. students who were assessed reached the lower quarter benchmark (see supplemental table 10-2).

**INTERNATIONAL READING PERFORMANCE: Average combined reading literacy scale score of 4th-graders, by country: 2001**

| Average score relative to the United States | Country and score | | | | | |
|---|---|---|---|---|---|---|
| Significantly higher | Sweden | 561 | Netherlands[1] | 554 | England[1] | 553 |
| Not significantly different | Bulgaria | 550 | Hungary | 543 | Italy | 541 |
| | Latvia | 545 | Lithuania[1] | 543 | Germany | 539 |
| | Canada[2] | 544 | United States | 542 | Czech Republic | 537 |
| Significantly lower | New Zealand | 529 | Iceland | 512 | Turkey | 449 |
| | Hong Kong SAR[3] | 528 | Romania | 512 | Macedonia, Republic of | 442 |
| | Russian Federation[1] | 528 | Israel[1] | 509 | Colombia | 422 |
| | Scotland[1] | 528 | Slovenia | 502 | Argentina | 420 |
| | Singapore | 528 | *International average* | *500* | Iran, Islamic Republic of | 414 |
| | France | 525 | Norway | 499 | Kuwait | 396 |
| | Greece[1] | 524 | Cyprus | 494 | Morocco[1] | 350 |
| | Slovak Republic | 518 | Moldova, Republic of | 492 | Belize | 327 |

[1] Country did not meet the international sampling and/or other guidelines. For more information, see *supplemental note 5*.

[2] Canada is represented by the provinces of Ontario and Quebec only.

[3] Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

NOTE: The target population was the upper of the two adjacent grades with the most 9-year-olds. In most countries, this was 4th grade. The international average (500) is the weighted average of the national averages of the 35 countries, with a standard deviation of 100.

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 1.1 and 1.2. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

FOR MORE INFORMATION:
Supplemental Note 5
Supplemental Tables 10-1, 10-2
NCES 2003–073

# Academic Outcomes

## Mathematics Performance of Students in Grades 4, 8, and 12

*The mathematics performance of 4th- and 8th-graders increased steadily from 1990 to 2000, while the performance of 12th-graders increased from 1990 to 1996 but then declined between 1996 and 2000.*

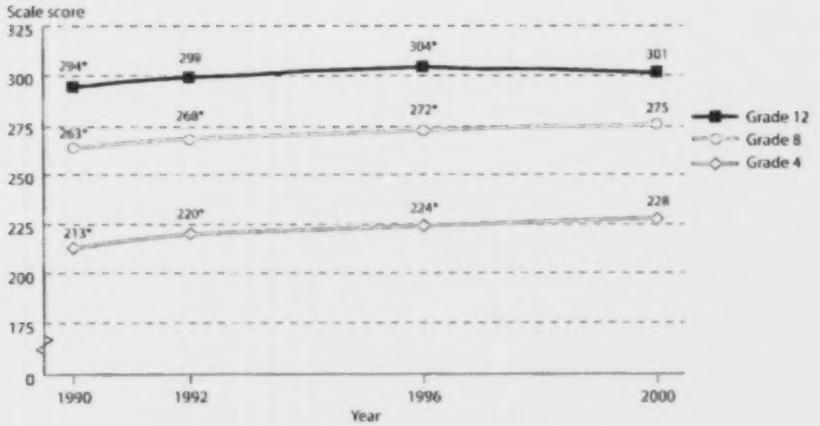
The National Assessment of Educational Progress (NAEP) has assessed performance in mathematics in grades 4, 8, and 12 since 1990. Students in grades 4 and 8 showed steady growth in mathematics achievement from 1990 to 2000. In contrast, 12th-graders in 2000 scored higher than in 1990 but lower than in 1996. Achievement levels, which identify what students should know and be able to do at each grade, provide another measure of student performance. In 2000, 26 percent of 4th-graders, 27 percent of 8th-graders, and 17 percent of 12th-graders performed at or above the *Proficient* levels for their respective grades (see supplemental table 11-1).

Certain subgroups of students outperformed other groups in 2000. Males, on average, scored higher than females in grades 8 and 12; however, in grade 4, there was no difference detected between the average scores of boys and girls. Whites at all three grade levels and Asians/Pacific Islanders in grades 8 and 12 scored higher, on average, than their Black, Hispanic, and American Indian counterparts. Asians/Pacific Islanders scored higher than Whites at grade 12. The level of poverty in the school was associated with student achievement. In all three grades, average scale scores decreased as the percentage of students in the school eligible for a free or reduced-price lunch increased (see supplemental table 11-2).

Assessment results were associated with the opportunity to study challenging material and the degree to which students took advantage of these opportunities. Among 8th-grade students in 2000, those taking 8th-grade mathematics or prealgebra scored lower than those taking algebra I or II, geometry, or sequential or integrated mathematics. Twelfth-graders who had taken the most advanced mathematics courses scored higher than students who had taken low- or middle-level courses.

NAEP also provided a state comparison of public schools in grades 4 and 8. Of the 36 jurisdictions that participated in the assessment in 4th grade in 1992 and 2000, 26 had a higher average score and 1 had a lower score in 2000 than in 1992. Thirty-one jurisdictions participated in grade 8 in 1990 and 2000; 27 had a higher average score, and none had a lower score in 2000 than in 1990 (see supplemental table 11-3).

**MATHEMATICS PERFORMANCE: Average mathematics scale scores for 4th-, 8th-, and 12th-graders: 1990, 1992, 1996, and 2000**



*Significantly different from 2000.

SOURCE: U.S. Department of Education, NCES (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), figure 2.1 and table B.1. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessment.

FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 11-1, 11-2, 11-3

# Academic Outcomes

## Poverty and Student Mathematics Achievement

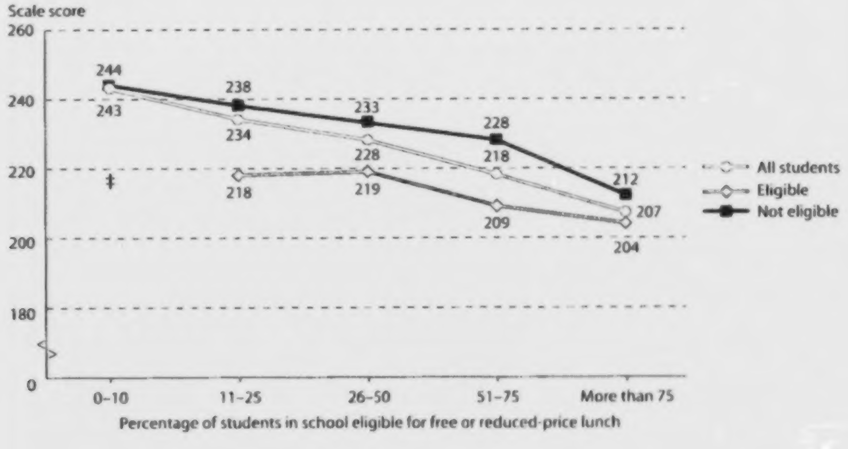
*Compared with students in low-poverty public schools, students in high-poverty public schools have lower achievement scores in 4th-grade mathematics.*

The National Assessment of Educational Progress (NAEP) collects background information on students, teachers, and schools, permitting analysis of student achievement relative to the poverty level of public schools, measured as the percentage of students eligible for free or reduced-price lunch. In 2000, higher levels of students in schools eligible for subsidized lunch were generally associated with lower scores on the 4th-grade mathematics assessment. Students in schools with more than 50 percent of their students eligible for free or reduced-price lunch had a lower average score than students in schools with a quarter or fewer of their students eligible for the program (see supplemental table 12-1).

This difference in achievement by school-level poverty exists whether or not the students were personally eligible for the school lunch program. For example, among students who were not personally eligible for the school lunch program, students in schools with more than 50 percent of their students eligible for the program had a lower average score than those in schools with a quarter or fewer eligible. Among those eligible for the school lunch program, the average score of students in schools with more than 75 percent of students eligible was lower than the score for students in schools with 11–50 percent of students eligible.

Certain characteristics of the highest poverty schools (more than 75 percent of students eligible for subsidized lunch) are evident. Relative to the total 4th-grade population, there was a lower percentage of White students and a higher percentage of Black and Hispanic students in the highest poverty schools in 2000. The highest poverty schools had higher rates of student absenteeism and a lower percentage of their students with a "very positive" attitude toward academic achievement than schools with the least poverty (i.e., those with 10 percent or fewer eligible). In addition, the highest poverty schools in 2000 reported less parental involvement than schools with the least poverty. For example, the highest poverty schools were more likely to report less than 50 percent parent participation in open houses or back-to-school nights than schools with the least poverty (see supplemental table 12-2).

**POVERTY AND ACHIEVEMENT: Average scale score of public school students in 4th-grade mathematics, by the percentage of students in the school eligible for free or reduced-price lunch and whether the student was eligible for free or reduced-price lunch: 2000**



‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment, previously unpublished tabulation (October 2001).

FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 12-1, 12-2

# Academic Outcomes

## Geography Performance of Students in Grades 4, 8, and 12

*The performance of 4th- and 8th-graders in geography increased from 1994 to 2001, while no differences were detected in the performance of 12th-graders. In 2001, 21 percent of 4th-graders, 30 percent of 8th-graders, and 25 percent of 12th-graders were at or above the* Proficient *level.*

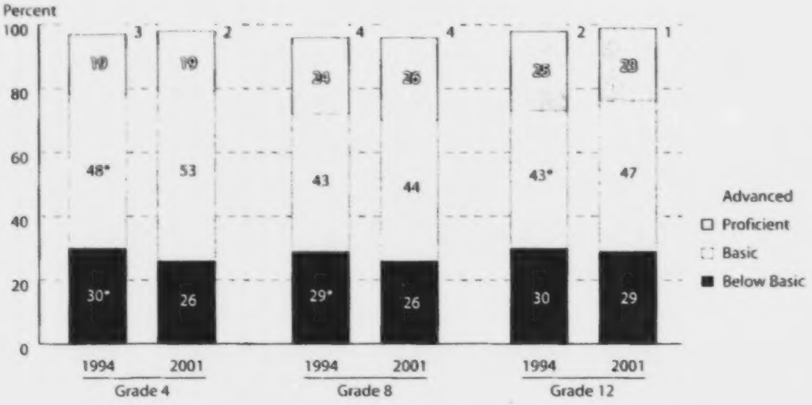
The National Assessment of Educational Progress (NAEP) assessed 4th-, 8th-, and 12th-grade student performance in geography in 1994 and 2001. The average scale scores of 4th- and 8th-graders increased from 1994 to 2001 (from 206 to 209 and from 260 to 262, respectively), while there was no significant change in the scale score at grade 12 (see supplemental table 13-1).

Achievement levels, which identify what students should know and be able to do in each grade, provide another measure of student performance. In 2001, 21 percent of 4th-graders, 30 percent of 8th-graders, and 25 percent of 12th-graders were at or above the *Proficient* level, which is defined as "solid academic performance for each grade assessed." At grades 4 and 8, the percentage of students below *Basic* decreased from 1994 to 2001. At grade 12, no significant differences were detected in the percentages of students performing at any of the achievement levels.

Scores at the 10th, 25th, 50th, 75th, and 90th percentiles reveal changes in scale scores for lower- and higher-performing students. Fourth- and 8th-graders at the two lowest percentiles scored higher in 2001 than in 1994. At grade 12, there were no significant differences in scores at any of these percentile levels between 1994 and 2001.

Certain subgroups outperformed other subgroups in 2001. At all three grade levels, males had higher scores than females. At grade 4, White students had higher average scores than their peers from all other racial/ethnic groups, and Asian/Pacific Islander students outperformed Black, Hispanic, and American Indian students. At grade 8, White students had higher average scores than Black, Hispanic, and Asian/Pacific Islander students. In addition, Asian/Pacific Islander and American Indian students outperformed Black and Hispanic students. At grade 12, White, Asian/Pacific Islander, and American Indian students had higher average scores than Black or Hispanic students. At all three grades, students in lower poverty schools outperformed students in higher poverty schools, as measured by the percentage of students eligible for free or reduced-price lunch. In addition, in grades 8 and 12, students whose parents had higher levels of education scored higher than their peers whose parents had less education (see supplemental table 13-2).

**GEOGRAPHY PERFORMANCE: Percentage distribution of students performing at each geography achievement level, by grade: 1994 and 2001**



*Significantly different from 2001.

NOTE: Detail may not sum to totals because of rounding. For more information, see *supplemental note 4.*

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 13-1, 13-2

# Academic Outcomes

## U.S. History Performance of Students in Grades 4, 8, and 12

*The performance of 4th- and 8th-graders in U.S. history improved from 1994 to 2001. Eighteen percent of 4th-graders, 17 percent of 8th-graders, and 11 percent of 12th-graders performed at or above the* Proficient *level in 2001.*

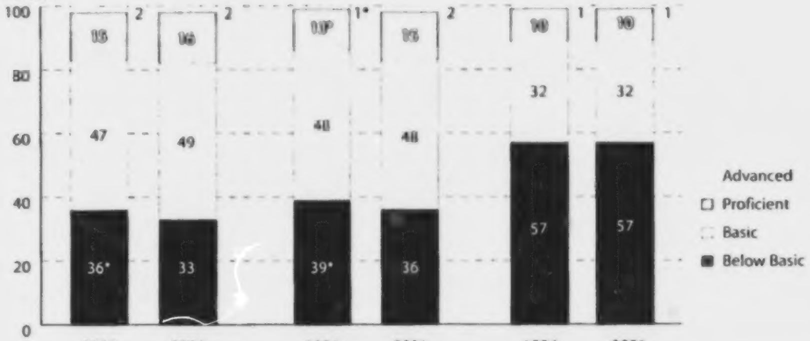
The National Assessment of Educational Progress (NAEP) assessed the performance of 4th-, 8th-, and 12th-graders in U.S. history in 1994 and 2001. Average scale scores increased for 4th- and 8th-graders from 1994 to 2001; there was no significant change in the scale score of 12th-graders (see supplemental table 14-1).

NAEP also provides achievement levels indicating what students should know and be able to do in each grade. In 2001, 18 percent of 4th-graders, 17 percent of 8th-graders, and 11 percent of 12th-graders performed at or above the *Proficient* level, which is defined as "solid academic performance for each grade assessed." The percentage of 4th-graders performing at or above the *Basic* level was higher in 2001 than in 1994. At grade 8, the percentages of students at or above the *Basic* level, at or above the *Proficient* level, and at the *Advanced* level were higher in 2001 than in 1994. At grade 12, no significant differences were detected in the percentages of students performing at each level.

Scores at the 10th, 25th, 50th, 75th, and 90th percentiles reveal changes in scale scores for lower- and higher-performing students. At grade 4, scale scores at the 10th and 25th percentiles were higher in 2001 than in 1994. There were increases from 1994 to 2001 in the average 8th-grade scores among the lower and upper percentiles (25th, 75th, and 90th percentiles). There were no significant changes in 12th-grade scores by percentile between the 2 years.

In 2001, student performance differed among subgroups. At all three grades, White students on average had higher scores than Black, Hispanic, and American Indian students, and Asian/Pacific Islander students had higher average scores than Black and Hispanic students. At grade 4, Whites had higher average scores than Asians/Pacific Islanders. There were no differences detected in the scores of males and females at all three grades. Students in lower poverty schools generally outperformed students in higher poverty schools, as measured by the percentage of students eligible for free or reduced-price lunch, at all three grades. In addition, in grades 8 and 12, students whose parents had higher levels of education scored higher than their peers whose parents had less education (see supplemental table 14-2).

**U.S. HISTORY PERFORMANCE: Percentage distribution of students performing at each U.S. history achievement level, by grade: 1994 and 2001**



*Significantly different from 2001.

NOTE: Detail may not sum to totals because of rounding. For more information, see *supplemental note 4.*

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables
14-1, 14-2

BEST COPY AVAILABLE 63

# Social and Cultural Outcomes

## Voting Participation

*The more education people have, the more likely they are to vote in presidential and congressional elections.*

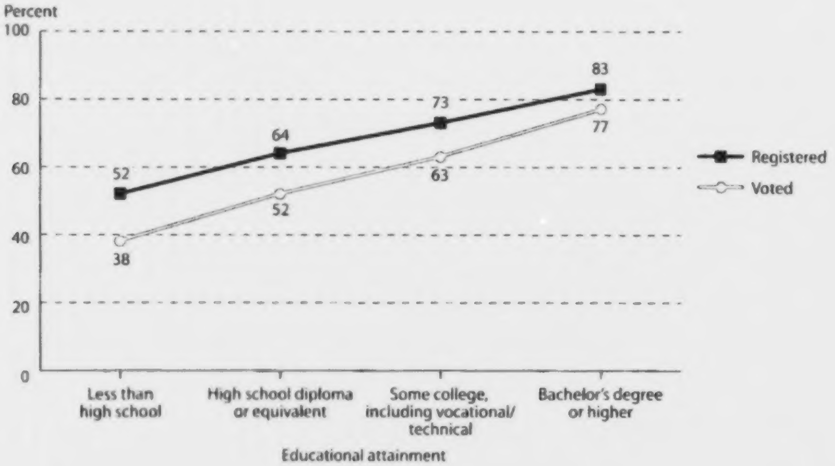
In the 2000 presidential election, 70 percent of the U.S. voting-age citizen population (18 years of age and older) was registered to vote and 59 percent voted (see supplemental table 15-1). Among these citizens, the more education a person possessed, the more likely that person was to be registered to vote and to vote. For example, 52 percent of voting-age citizens who had not completed high school were registered to vote in 2000, compared with 83 percent of those with a bachelor's degree or higher. Thirty-eight percent of citizens who had not completed high school voted in 2000, compared with 77 percent of those with a bachelor's degree or higher.

In addition to the positive relationship between educational attainment and voting, there were also positive relationships between voting and length of residence, and voting and age in 2000. The longer a person resided in one place, the more likely that person was to vote. Among age groups, the likelihood of voting was higher among older rather than younger individuals. Regardless of a person's age, however, a positive relationship between educational attainment and voting was present; that is, within each age group, those with more education were more likely to report voting than those with less education (see supplemental table 15-1).

The voting rate in presidential elections has historically been higher than in congressional elections, so it is necessary to consider these two types of elections separately (U.S. Department of Commerce 2002). Among U.S. citizens 18 years of age and older, the voting rate increased between 1996 and 2000 (from 58 to 59 percent), while it decreased between 1994 and 1998 (from 48 to 45 percent). In all four elections, there was a positive relationship between educational attainment and voting; citizens with more education were more likely to register and to vote (see supplemental table 15-2).

Young adults ages 18–24 were the least likely age group to vote. Among these citizens, those who were enrolled in college were more likely to have voted in the 2000 election than their peers who were not enrolled. On the other hand, they were less likely to have voted than their peers who were no longer enrolled but had already earned a bachelor's degree. White and Black citizens ages 18–24 were more likely to vote than their Hispanic peers (see supplemental table 15-3).

**VOTING PARTICIPATION: Registration and voting rates for U.S. citizens ages 18 and older, by educational attainment: November 2000**



NOTE: The survey sample includes the civilian, noninstitutionalized population. Years in which the president is elected, as well as congressional, state, and local officials (1996 and 2000), are called "presidential elections." Off years, in which congressional, state, and local officials are elected but the president is not (1994 and 1998), are called "congressional elections." For each year, information was collected from respondents 2 weeks after the election. These estimates may differ from administrative data or data from exit polls. See *supplemental note 2* for further information.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, previously unpublished tabulation (December 2002).

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 15-1, 15-2, 15-3

U.S. Department of Commerce 2002

# *Social and Cultural Outcomes*

## International Civic Participation

***Fifty percent of U.S. students in grade 9 participated in a community-related volunteer organization in 1999, a higher percentage than in any other country participating in the Civic Education Study.***

In 1999, 28 countries, including the United States, participated in the Civic Education Study under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The study asked 14-year-olds (9th grade in most countries) to report their participation in civic-related organizations. Students in the United States were most likely to report participating in a group conducting voluntary activities to help the community (50 percent), followed by a charity collecting money for a social cause (40 percent), student government (33 percent), and environmental organizations (24 percent). Ten percent of U.S. 9th-graders reported participating in youth organizations affiliated with a political party, and 6 percent participated in human rights organizations (see supplemental table 16-1).

Compared with the international average of the 28 countries, 9th-graders in the United States reported a higher rate of participation in student government, youth organizations affiliated with a political party, environmental organizations, community-related volunteer organizations, and charities collecting money for social causes. No significant differences were detected between the percentage of U.S. students participating in human rights organizations and the international average. The percentage of U.S. 9th-graders belonging to a community-related volunteer organization was greater than the percentage of students in any other country.

The participation rates of U.S. students in civic-related organizations can also be compared with the rates in other countries. Seven countries had a higher participation rate and 17 countries had a lower rate than the United States in student government. Only Cyprus had a higher participation rate than the United States in youth organizations affiliated with a political party, and 24 countries had a lower participation rate. In environmental organizations, Colombia and Greece had a higher participation rate, and 21 countries had a lower rate. Colombia, Cyprus, Greece, and Portugal had a higher rate of participation than the United States in human rights organizations, while 8 countries had a lower rate. Six countries had a higher participation rate and 20 countries had a lower rate than the United States in charities.

**INTERNATIONAL CIVIC PARTICIPATION: Number of countries by the rate of student participation in various civic-related organizations relative to the participation rate of 9th-grade students in the United States: 1999**

| Students' rate of participation in each country relative to the United States | Student government[1] | Youth organization affiliated with a political party | Environmental organization | Human rights organization | Group conducting voluntary activities to help the community | Charity collecting money for social cause |
|---|---|---|---|---|---|---|
| Significantly higher | 7 | 1 | 2 | 4 | 0 | 6 |
| Not significantly different | 3 | 2 | 4 | 15 | 0 | 1 |
| Significantly lower | 17 | 24 | 21 | 8 | 27 | 20 |

[1] Student government includes student council, student government, and class or school parliament.

NOTE: Countries were instructed to select the grade in which most 14-year-olds were enrolled at the time of the study. In the United States, as in most countries, this was 9th grade.

SOURCE: Torney-Purta, J., Lehmann, R., Oswald, H., and Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, table 7.2. Data from the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study, 1999.

FOR MORE INFORMATION:
Supplemental Note 5
Supplemental Table 16-1

## Section 3

# *Student Effort and Educational Progress*

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# Section 3: Web Site Contents

This List of Indicators includes all the indicators in Section 3 that appear on *The Condition of Education* web site (*http://nces.ed.gov/programs/coe*), drawn from the 2000, 2001, 2002, and 2003 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

| | *Indicator–Year* |
|---|---|
| *Student Effort* | |
| First-Time Kindergartners' Approaches to Learning | 26–2000 |
| Students' Absence From School | 17–2002 |
| 12th-Graders' Effort and Interest in School | 18–2002 |
| Time Spent on Homework and on the Job | 21–2001 |
| Students' Use of Time | 22–2001 |
| *Elementary/Secondary Persistence and Progress* | |
| Status Dropout Rates, by Race/Ethnicity | 17–2003 |
| *Transition to College* | |
| Who Is Prepared for College, by Family Income | 30–2000 |
| Perceptions of College Costs | 25–2001 |
| College Qualifications and College Enrollment | 21–2002 |
| Enrollment of Students With Risk Factors | 22–2002 |
| Mathematics Curriculum and College Enrollment | 24–2001 |
| Immediate Transition to College | 18–2003 |
| *Postsecondary Persistence and Progress* | |
| Transfers From Community Colleges to 4-Year Institutions | 19–2003 |
| Institutional Retention and Student Persistence at 4-Year Institutions | 20–2003 |
| Time to Bachelor's Degree Completion | 21–2003 |
| Postsecondary Attainment of 1988 8th-Graders | 22–2003 |
| Persistence of Beginning Postsecondary Students | 27–2001 |
| High School Academic Preparation and Postsecondary Progress | 23–2002 |
| Persistence and Attainment of Students With Pell Grants | 23–2003 |
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| *Completions* | |
| Degrees Earned by Women | 30–2001 |
| Educational Attainment | 25–2002 |
| International Comparisons of Educational Attainment | 32–2001 |

# Introduction: Student Effort and Educational Progress

The indicators in this section focus on the effort students put into their studies, their progress through the educational pipeline, and their eventual attainment. Particular attention is paid to how various subgroups in the population proceed through school to different levels of educational attainment and what factors contribute to their success along the way.

The effort students put into their studies affects their performance and their access to and success at the next level. Indicators of student effort include how often students are absent from school, how interested they are in their schoolwork, whether they try to do their best, whether they complete their assignments, and how much time they spend on homework and other activities such as work or watching television.

Early school problems can accumulate and may lead eventually to dropping out of school, which has long-term negative consequences. Thus, the indicators in this section track students' progress through elementary and secondary education up to and including high school completion, showing differences by sex, race/ethnicity, socioeconomic status, and urbanicity.

Issues of access, persistence, and attainment have been predominant concerns in postsecondary education. The transition to postsecondary education and persistence are monitored by examining who prepares for college, who enrolls, when and where they enroll, and what factors affect the likelihood of enrolling and staying enrolled. Overall educational attainment levels in the population over time provide an indicator of the success of various population subgroups.

The indicators in this section focus largely on postsecondary persistence and progress, taking advantage of recently released data on these topics. Recent data on high school dropouts and immediate transition to college are also presented. The web version of *The Condition of Education* contains additional indicators on other aspects of student effort and academic progress. These indicators are listed on the facing page and are available at ***http://nces.ed.gov/programs/coe/list/i3.asp***.

# Elementary/Secondary Persistence and Progress

## Status Dropout Rates, by Race/Ethnicity

*Since 1972, status dropout rates for Whites and Blacks ages 16–24 have declined; rates for Hispanics have not decreased and remain higher than those for other racial/ethnic groups.*

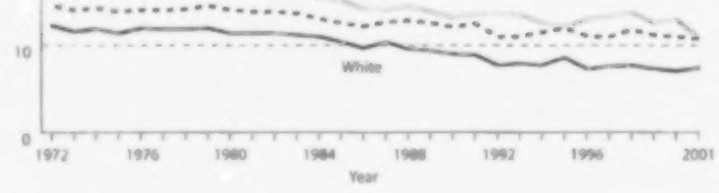
Dropouts from high school are more likely to be unemployed and earn less when they are employed than those who complete high school (NCES 2002–114). In addition, high school dropouts are more likely to receive public assistance than high school graduates who do not go to college (NCES 98–013, *indicator 34*).

The status dropout rate represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a GED). According to this measure, 11 percent of 16- to 24-year-olds were out of school without a high school credential in 2001. Although the status dropout rate declined for young adults as a group between the early 1970s and 2001, it remained fairly stable from 1992 to 2001.

Racial/ethnic differences exist in the status dropout rates and in the changes in the rates over time. Each year between 1972 and 2001, the status dropout rate was lowest for Whites and highest for Hispanics (see supplemental table 17-1). Between 1972 and 2001, the status dropout rates for White and Black young adults declined, while the rate for Hispanics remained relatively constant. The gap between Blacks and Whites narrowed during the 1970s and 1980s, but not in the period since then.

Greater dropout rates among Hispanic immigrants partly account for the persistently high dropout rates for all Hispanic young adults. Among Hispanic 16- to 24-year-olds who were born outside the 50 states and the District of Columbia, the status dropout rate of 43 percent in 2001 was more than double the rates for first- or later-generation Hispanic young adults born in the United States (15 percent and 14 percent, respectively). Nevertheless, Hispanic young adults born in the United States are more likely to be high school dropouts than their peers of other race/ethnicities (see supplemental table 17-2).

**STATUS DROPOUTS: Dropout rates of 16- to 24-year-olds, by race/ethnicity: October 1972–2001**



NOTE: Due to relatively small sample sizes, American Indians or Alaska Natives and Asians or Pacific Islanders are included in the total but are not shown separately. The erratic nature of the Hispanic status rates reflects, in part, the historically small sample size of Hispanics. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

FOR MORE INFORMATION

Supplemental Notes 1, 2

Supplemental Tables
17-1, 17-2

NCES 98–013

NCES 2002–114

# Transition to College

## Immediate Transition to College

*Since 1983, the gap between Blacks and Whites in their immediate college enrollment rate has been reduced, but during the 1980s and 1990s the gap between Hispanics and Whites has widened.*

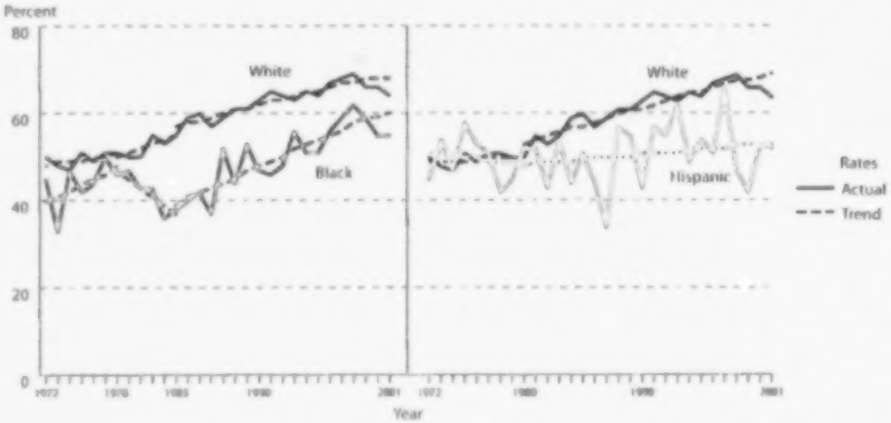
The percentage of high school completers who enroll in college in the fall immediately after high school reflects the accessibility of higher education and the value high school completers place on college compared with other pursuits. Overall, immediate college enrollment rates of high school completers increased from 49 to 62 percent between 1972 and 2001 (see supplemental table 18-1).

Immediate enrollment rates for White high school completers increased between 1972 and 2001, from 50 to 64 percent. Among Black high school completers, immediate enrollment rates remained fairly constant between 1972 and 1978, decreased between 1978 and 1983, and then increased between 1983 and 2001, from 38 to 55 percent. Since 1983, immediate enrollment rates for Blacks have increased faster than those for Whites, reducing the gap between the two groups. For Hispanic high school completers, immediate transition rates remained relatively constant between 1972 and 2001. Thus, while White rates rose during the 1980s and 1990s, stagnant Hispanic rates during this period resulted in the gap increasing between Hispanic and White rates.

From 1972 to 2001, immediate enrollment rates of female high school completers increased faster than those of male completers. Much of the growth in immediate college enrollment rates between 1984 and 2001 was due to increases in the rates of females at 4-year institutions. In this period, the rate at which females enrolled at 4-year institutions increased faster than that of males at 4-year institutions and both males and females at 2-year institutions (see supplemental table 18-2).

In each year between 1990 and 2001, there was a gap between students from high- and low-income families in their immediate enrollment rates. Likewise, completers whose parents had attained a bachelor's degree or higher were more likely than those with parents who had attained less education to enter college immediately after high school graduation for each year between 1990 and 2001. There was no evidence that these gaps by parental education narrowed over this time period (see supplemental tables 18-1 and 18-3).

**COLLEGE ENROLLMENT RATES: Immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2001**



NOTE: Includes those ages 16–24 completing high school in a given year. Actual values are 1-year averages calculated from the Current Population Survey (CPS). The trend values show the linear trend of these average values over the time periods shown. In 1994, the survey instrument for the CPS was changed and weights were adjusted. *See supplemental note 2* for further discussion. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanics.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Tables 18-1, 18-2, 18-3

# Postsecondary Persistence and Progress

## Transfers From Community Colleges to 4-Year Institutions

*One-half of the undergraduates who start at a public 2-year institution with the intention of obtaining a bachelor's degree and about one-fourth of those who start with an associate's degree goal transfer to a 4-year institution within 6 years.*

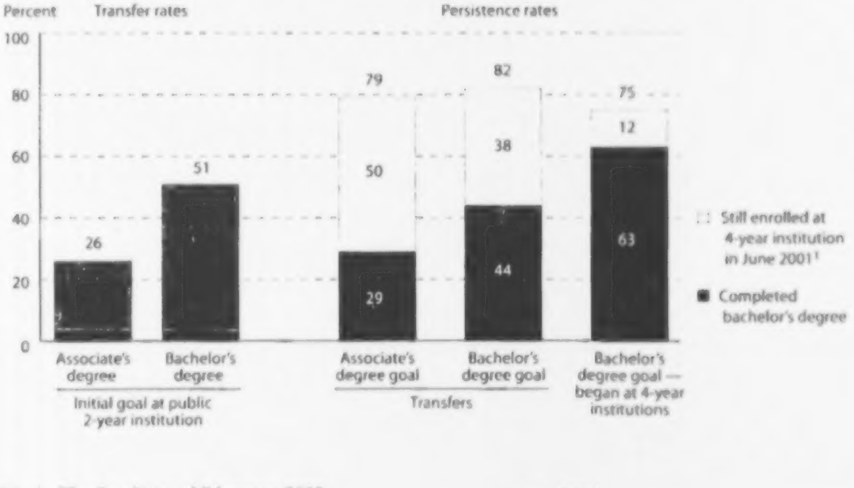
Community colleges offer courses for credit that students can transfer to a 4-year institution, with or without first completing an associate's degree. Many states and institutions have developed articulation policies to facilitate such transfers (Wellman 2002).

Students who start their postsecondary education at community colleges have diverse degree goals. About one-fourth of the students who began at a public 2-year institution at some time during the 1995–96 academic year said that they intended to transfer to a 4-year institution and complete a bachelor's degree, and about one-half said that they were working on an associate's degree (see supplemental table 19-1).

The transfer rates of community college students are related to their initial degree goals. About one-half (51 percent) of the students who intended to obtain a bachelor's degree transferred to a 4-year college, compared with about one-fourth (26 percent) of those who initially sought an associate's degree. Among students with an initial associate's or bachelor's degree goal, characteristics associated with higher transfer rates include enrolling in a community college in the same year as high school graduation, always attending full time, or having a parent with a bachelor's or higher degree. Students who began with a bachelor's degree goal were less likely to complete an associate's degree before transferring than transfer students who started with an associate's degree goal (19 vs. 51 percent) (see supplemental table 19-1).

Among the students who started at a community college in 1995–96 and then transferred, about 80 percent had either completed a bachelor's degree or were still enrolled at a 4-year institution about 6 years later. Such transfer students were more likely to complete a bachelor's degree within 6 years if they initially had a bachelor's degree goal instead of an associate's degree goal (44 vs. 29 percent) and if they always attended full time (52 vs. 28 percent if not always full time). Compared with the transfers from public 2-year institutions, students with a bachelor's degree goal who started at 4-year institutions were more likely to complete a bachelor's degree in 6 years (63 vs. 44 percent) and were less likely to be still enrolled at a 4-year institution (12 vs. 38 percent) (see also *indicator 20*).

**COMMUNITY COLLEGE TRANSFERS: Percentage of students beginning at public 2-year institutions in 1995–96 who transferred to a 4-year institution by initial degree goal, and percentage of transfers and students who began at 4-year institutions who persisted through June 2001**



[1] Enrolled at a 4-year institution without a bachelor's degree in June 2001.

NOTE: Excludes the 11 percent of beginning students with a certificate goal and 16 percent with no expressed goal. "Transfers" include those who transferred to a different 2-year institution before transferring to a 4-year institution.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

FOR MORE INFORMATION

Supplemental Notes 1, 3, 8

Supplemental Table 19-1

NCES 97–266

NCES 2001–197

NCES 2003–151

Wellman 2002

# Postsecondary Persistence and Progress

## Institutional Retention and Student Persistence at 4-Year Institutions

*Among bachelor's degree seekers beginning at a 4-year institution in 1995–96, just over half graduated from that institution within 6 years. The overall bachelor's degree attainment rate was higher because some students transferred and earned a degree elsewhere.*

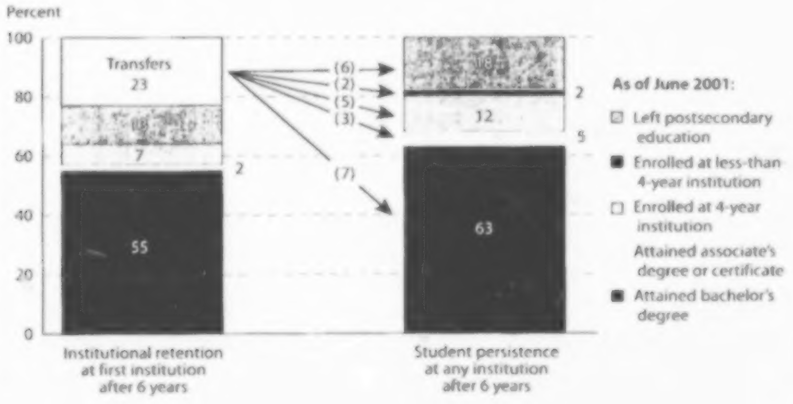
Postsecondary institutions and other organizations frequently report graduation rates for 4-year colleges and universities. ACT, for example, publishes 5-year graduation rates for different types of institutions each year, and the National Collegiate Athletic Association (NCAA) is required by law to report 6-year graduation rates annually for each member institution.[1]

However, the institutional perspective provides only a partial picture of students' success because institutions are rarely able to track students who leave their institution. Calculating graduation rates from the student perspective involves following students throughout the postsecondary system. This approach results in higher graduation rates because some students who begin at one institution earn a degree elsewhere.

Among students who intended to earn a bachelor's degree and began their postsecondary education at a 4-year institution in 1995–96, 55 percent had earned a bachelor's degree at that institution within 6 years. However, approximately one-quarter of those seeking a bachelor's degree transferred from their first institution and continued their education elsewhere. When the outcomes for these transfer students are considered, the cohort's overall bachelor's degree attainment rate increases to 63 percent.

Attainment rates and transfer behavior differed for students who began at public versus private not-for-profit 4-year institutions. For example, students who began at public institutions in 1995–96 were less likely than their peers who began at private not-for-profit institutions to earn a bachelor's degree at their first institution (50 vs. 65 percent), more likely to transfer to another institution (24 vs. 21 percent), and less likely to attain a bachelor's degree at any institution within 6 years (57 vs. 73 percent). In both the public and private not-for-profit sectors, students who began at doctorate-granting institutions were more likely than those who began at nondoctorate-granting institutions to earn a bachelor's degree either at their first institution or overall (see supplemental table 20-1).

**RETENTION AND PERSISTENCE: Percentage distribution of 1995–96 first-time beginning students at 4-year institutions according to their enrollment status or degree attainment at the first and at all institutions attended as of June 2001**



NOTE: Only those students with a bachelor's degree goal were included. Detail may not sum to totals because of rounding. Students who attained a degree and then transferred or remained enrolled are included only in the attainment categories.

SOURCE: Berkner, L., He, S., and Forrest Cataldi, E. (2002). *Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later* (NCES 2003–151), figure 5. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS 96/01).

FOR MORE INFORMATION
Supplemental Notes 3, 8
Supplemental Table 20-1

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[1] ACT reports are available at *http://www.act.org/news/releases/2001/update.html*; the NCAA reports are available at *http://www.ncaa.org/*

# Postsecondary Persistence and Progress

## Time to Bachelor's Degree Completion

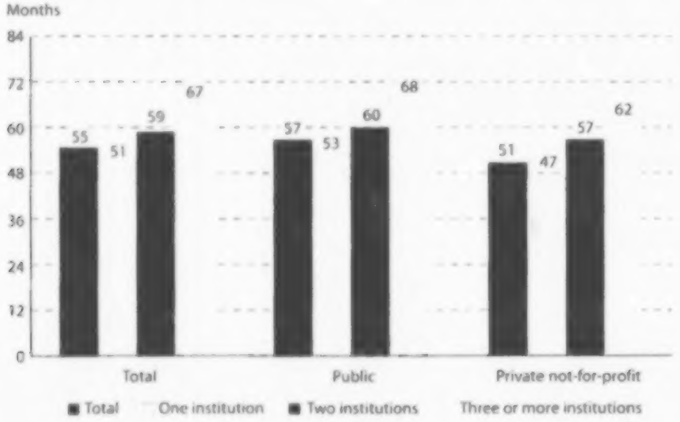
*First-time recipients of bachelor's degrees in 1999–2000 who had not stopped out of college took about 55 months from first enrollment to degree completion.*

On average, first-time recipients of bachelor's degrees in 1999–2000 who had not stopped out of college for 6 months or more took about 55 months from first enrollment to degree completion. Graduates who had attended multiple institutions took longer to complete a degree. For example, those who attended only one institution averaged 51 months between postsecondary entry and completion of a bachelor's degree, compared with 59 months for those who attended two institutions and 67 months for those who attended three or more institutions. This pattern was found among graduates of both public and private not-for-profit institutions.

Students who begin at public 2-year institutions must transfer to another institution in order to complete a 4-year degree. Students who did so took about a year and one-half longer to complete a bachelor's degree than students who began at public 4-year institutions (71 versus 55 months), and almost 2 years longer than those who began at private not-for-profit 4-year institutions (50 months). The type of institution from which graduates *received* a degree was also related to time to degree: graduates of public institutions averaged about 6 months longer to complete a degree than graduates of private not-for-profit institutions (57 vs. 51 months; see supplemental table 21-1).

Other factors are also related to time to degree completion. As parents' education increases, the average time to degree completion decreases. In addition, as age and length of time between high school graduation and postsecondary entry increases, time to degree completion also increases. Higher grade-point averages were associated with a shorter time to degree completion among graduates of public institutions but not among graduates of private not-for-profit institutions.

**COMPLETION OF BACHELOR'S DEGREE: Average number of months between postsecondary entry and degree completion among 1999–2000 first-time recipients of bachelor's degrees who did not stop out of college for 6 months or more, by control of degree-granting institution and number of institutions attended**



NOTE: Sixty-nine percent of first-time recipients of bachelor's degrees had not stopped out of college for 6 months or more. Included in the total but not shown separately are those who graduated from private for-profit institutions.

SOURCE: U.S. Department of Education, NCES, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

FOR MORE INFORMATION:
Supplemental Notes 1, 8
Supplemental Table 21-1
NCES 2002–130

# Postsecondary Persistence and Progress

## Postsecondary Attainment of 1988 8th-Graders

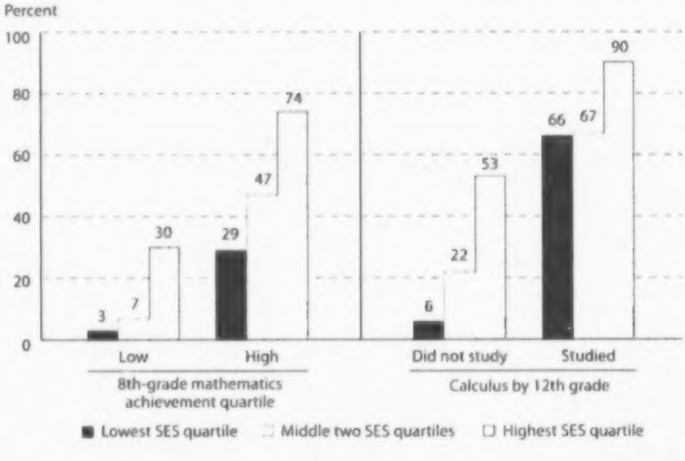
*Postsecondary attainment rates vary with students' socioeconomic status, but rigorous academic preparation and accomplishment can partially compensate for disadvantaged backgrounds.*

Overall, about three-quarters of 1988 8th-graders participated in some postsecondary education by 2000: 47 percent earned some college credits but less than a bachelor's degree, and 30 percent completed a bachelor's or higher degree (see supplemental table 22-1). Postsecondary attainment varied with the student's background characteristics, but high achievement and challenging coursework partially mitigated a disadvantaged background.

The likelihood of completing a bachelor's or higher degree increased with students' socioeconomic status (SES): 7 percent of low-SES students, 24 percent of middle-SES students, and 60 percent of high-SES students completed such a degree by 2000. Among high-achieving students, attaining a college degree still increased along with SES. For example, among students who scored in the highest mathematics test quartile in 8th grade, the likelihood of earning a bachelor's or higher degree increased with SES, from 29 percent among those from low-SES families to 47 percent among those in the middle two quartiles, and to 74 percent among those with the highest SES (see supplemental table 22-2). A similar pattern applied to students who had studied algebra in 8th grade.

Although SES is related to attainment, strong academic preparation and achievement in school increase the likelihood that low-SES students, especially, will finish college. Among low-SES students, high achievers on 8th-grade mathematics tests were about 10 times more likely than low achievers to complete a degree by 2000. In contrast, among high-SES students, high achievers were only 2.4 times more likely than low achievers to complete a degree. Similarly, low-SES students who had studied calculus in high school were about 10 times more likely than those who had not studied calculus to have earned at least a bachelor's degree by 2000. In contrast, middle-SES students were only 3 times more likely to complete a degree—and high-SES students 1.7 times more likely—if they had studied calculus in high school. Achieving high test scores and studying calculus were associated with higher rates of college completion, and the association was stronger for low-SES students than for others in this cohort.

**STUDENT ATTAINMENT: Percentage of 1988 8th-graders in selected categories who had completed at least a bachelor's degree by 2000, by family socioeconomic status**



NOTE: The SES variable has five equally weighted, standardized components: father's education, mother's education, family income, father's occupation, and mother's occupation.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

FOR MORE INFORMATION:

Supplemental Tables 22-1, 22-2

Adelman 1999

# Postsecondary Persistence and Progress

## Persistence and Attainment of Students With Pell Grants

*Pell Grant recipients tend to start with more disadvantages than low- and middle-income nonrecipients, but no statistically significant differences are found in their overall persistence after 6 years.*

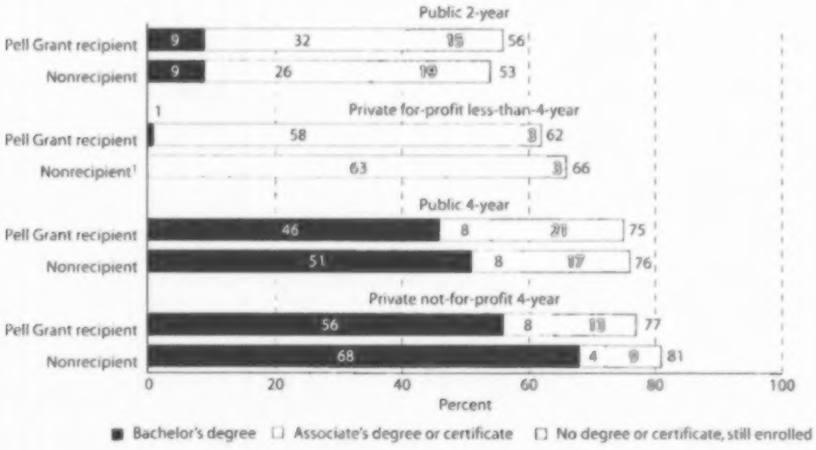
The Pell Grant program is the largest federal grant program for undergraduates. Almost 4 million students received close to $8 billion in Pell Grants in 2000–01, with an average award of $2,040 (U.S. Department of Education 2001). Pell Grants are awarded to students who demonstrate sufficient financial need based on family income, assets, and other factors. Although most recipients come from low-income families, some students from middle-income families also receive a Pell Grant based on factors such as having siblings in college.

Due to their disadvantaged backgrounds, recipients of Pell Grants are more likely than nonrecipients to face obstacles related to their academic strength and personal circumstances (see supplemental tables 23-1 and 23-2). Recipients from low- and middle-income families are not as well prepared academically as comparable nonrecipients. The former are also more likely to have certain characteristics that have been shown to put them at risk for not completing a postsecondary education, such as delaying enrollment, being financially independent, having dependents other than a spouse, or being a single parent (NCES 97–578).

Even though Pell Grant recipients who began their postsecondary studies in 1995–96 were more disadvantaged than nonrecipients, no statistically significant differences were found in the overall persistence rates of the two groups across all institution types. Recipients are students who received any Pell Grants by 1997–98. Persistence is the attainment of any postsecondary degree or certificate, or if no degree or certificate was attained, enrollment at a postsecondary institution 6 years later. About three-quarters of students persisted at 4-year institutions regardless of Pell Grant status. Persistence rates were lower at less-than-4-year institutions.

Although no differences were found in the overall persistence rates at 4-year institutions, recipients of Pell Grants were less likely than nonrecipients to attain a bachelor's degree within 6 years. No statistically significant differences were detected in the attainment rates (bachelor's, associate's, or certificates) of recipients and nonrecipients who began at public 2-year or private for-profit less-than-4-year institutions (see supplemental table 23-3).

**PERSISTENCE IN POSTSECONDARY EDUCATION: Percentage of 1995–96 low- and middle-income beginning postsecondary students who attained a certificate or degree or were still enrolled in 2001, by receipt of Pell Grant and type of institution first attended**



[1] Percentage with bachelor's degree rounds to zero.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than $70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than $25,000 in 1994. The 3-year persistence rates discussed in *indicator 24* of *The Condition of Education 2002* are lower than the persistence rates shown here. Students who stopped out for 3 or more months or made a downward transfer (e.g., from a 4-year to a less-than-4-year institution) were excluded from the percentage of those who persisted in the earlier analysis but not from this one. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS 96/01).

FOR MORE INFORMATION:

Supplemental Notes 3, 6, 8

Supplemental Tables 23-1, 23-2, 23-3

NCES 97–578, NCES 2002–025, NCES 2002–169

U.S. Department of Education 2001

# Section 4

# *Contexts of Elementary and Secondary Education*

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# Section 4: Web Site Contents

This List of Indicators includes all the indicators in Section 4 that appear on *The Condition of Education* web site (*http://nces.ed.gov/programs/coe*), drawn from the 2000, 2001, 2002, and 2003 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

| | *Indicator–Year* |
|---|---|
| *Coursetaking and Standards* | |
| Trends in Science and Mathematics Coursetaking | 26–2002 |
| Student Characteristics in Science and Mathematics Coursetaking | 27–2002 |
| Trends in English and Foreign Language Coursetaking | 24–2003 |
| Student Characteristics in English and Foreign Language Coursetaking | 25–2003 |
| Trends in High School Occupational Coursetaking | 35–2001 |
| *Learning Opportunities* | |
| Instructional Activities for 8th-Grade Mathematics | 26–2003 |
| Student/Teacher Ratios in Public Elementary and Secondary Schools | 38–2001 |
| Teachers' Readiness to Use Computers and the Internet | 39–2001 |
| *Special Programs* | |
| Inclusion of Students With Disabilities in Regular Classrooms | 28–2002 |
| Public Alternative Schools for At-Risk Students | 27–2003 |
| *School Choice* | |
| Parental Choice of Schools | 29–2002 |
| Public Charter Schools | 30–2002 |
| *Teachers* | |
| Academic Background of College Graduates Who Enter and Leave Teaching | 31–2002 |
| Educational Background of Teachers | 32–2002 |
| Out-of-Field Teaching in Middle and High School Grades | 28–2003 |
| Beginning Teachers | 29–2003 |
| Participation in Professional Development | 33–2002 |
| *School Characteristics and Climate* | |
| Size of High Schools | 30–2003 |
| Student Victimization | 31–2003 |
| *Other School Resources* | |
| Overcrowding in Schools | 45–2001 |

# Introduction: Contexts of Elementary and Secondary Education

The indicators in this section explore why some schools may be more successful than others at helping students learn. Research indicates that what occurs in classrooms, the training and ability of the teaching force, and the overall culture and atmosphere of the school all affect student learning (NCES 2001–030). This section looks at each of these factors.

To gauge what goes on in the classroom, this section looks at the content of student learning as measured by the academic level of the courses students have taken. It also examines the instructional practices of teachers, the use of technology in schools, classroom size, and extra support for children with special needs, as aspects of the opportunity to learn in schools. Because learning in the classroom takes place within the context of a school, this section looks at various contexts of elementary and secondary schools. Some contextual dimensions considered are the control of the school (public or private); school size; community type (urban, suburban, or rural); and the composition of the student body, which includes such measures as the percentage of enrolled students who are minority students, who come from poor or single-parent families, or whose English proficiency is limited. Some analyses also look at student characteristics (e.g., race/ethnicity or sex) to provide additional perspective on questions of equality in learning opportunities.

To gauge the training and ability of the teaching force, this section examines teacher characteristics that evidence suggests matter for student learning. These characteristics include teachers' academic and professional preparation, the extent to which this preparation matches the subjects they teach, the distribution of new and experienced teachers, and teacher participation in professional development. These indicators compare teachers according to these characteristics, and their perceptions of the teaching environment, in different school contexts. The demography of the teacher workforce and patterns of recruitment and retention are also discussed here.

To gauge aspects of the overall culture and atmosphere of the school, this section looks at rates of underenrollment and overcrowding in school buildings, school-related violence and student victimization, disciplinary practices, and leadership qualities of principals. These indicators provide additional perspectives on learning environments and their relationships to the different school and classroom-level contexts.

In addition to these three areas, this section looks at school choice programs and charter schools to provide perspective on how school contexts relate to different parental choices and differences in institutional control.

The indicators in this section describe student coursetaking, mathematics instruction, and selected teacher and school characteristics. Other indicators from previous volumes of *The Condition of Education* are available at ***http://nces.ed.gov/programs/coe/list/i4.asp***. These indicators cover the other issues in this section, including computer use in the school, school choice, teacher professional development, and the school climate.

# Coursetaking and Standards

## Trends in English and Foreign Language Coursetaking

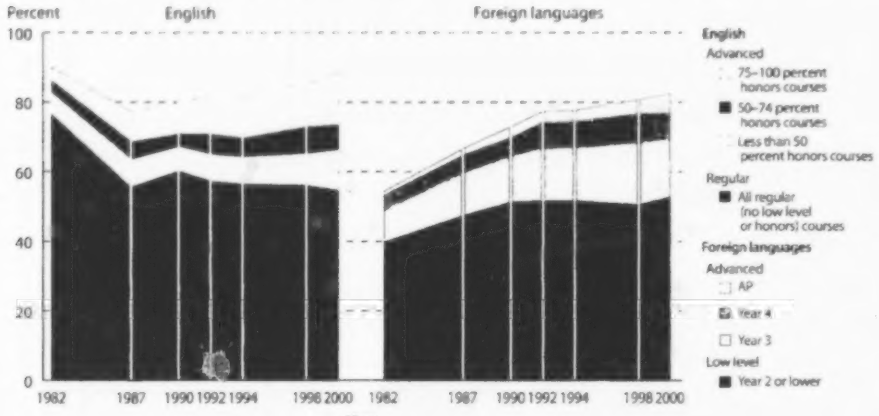
*The percentages of high school graduates who had completed advanced academic levels of English and foreign language study doubled between 1982 and 2000.*

The actual content and instructional methods of high school courses with similar descriptions can vary across classes and schools, as well as over time. Research has shown, however, that student achievement is related to the academic level of coursework that students complete, controlling for various school and background factors (Chaney, Burgdorf, and Atash 1997; Berends, Lucas, and Briggs forthcoming). This indicator shows the trends between 1982 and 2000 in the highest level of English and foreign language coursework that high school graduates completed.

Since the 1980s, when states began to increase the number of required courses to receive a high school diploma (NCES 95–029, table 151), the percentage of high school graduates completing some advanced English courses (i.e., courses classified as "honors") and advanced foreign language courses (year 3 and higher) has increased. In 1982, 13 percent of high school graduates had completed some advanced English coursework; by 2000, this percentage had risen to 34 percent. Moreover, during this period, the percentage who had completed 75–100 percent of their English courses at the honors level more than tripled (from 4 to 15 percent). The percentage of graduates who had completed low academic level courses in English (courses classified as "below grade level") increased for a while and then steadily declined such that no significant differences were found between the rates of completion in 2000 and 1982 (10 and 11 percent, respectively) (see supplemental table 24-1).

The percentage of high school graduates who had completed advanced foreign language courses was greater in 2000 than in 1982. In 1982, 15 percent of graduates had completed some advanced foreign language study; by 2000, this percentage had doubled to 30 percent. In addition, over this period, the percentage of graduates who had completed no foreign language study decreased markedly (from 46 to 17 percent). Yet, in 2000, roughly half of all graduates had completed only low academic levels of foreign language study (year 2 or lower), while 5 percent had completed AP courses (see supplemental table 24-2).

**COURSE-TAKING LEVELS: Percentage of high school graduates who completed regular and advanced levels of English and low level and advanced foreign language courses, by highest level of coursetaking completed: Selected years 1982–2000**



NOTE: Not displayed are the percentage of graduates who completed no or low academic level English courses and the percentage who completed no foreign language coursework.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

FOR MORE INFORMATION:

Supplemental Note 6

Supplemental Tables 24-1, 24-2

NCES 95–029, NCES 2003–343

Chaney, Burgdorf, and Atash 1997

Berends, Lucas, and Briggs forthcoming

# Coursetaking and Standards

## Student Characteristics in English and Foreign Language Coursetaking

*Female high school graduates completed advanced English and foreign language courses at higher rates than males.*

Trends in coursetaking since 1982 indicate that the proportions of students completing advanced academic courses in English and foreign languages are increasing (*indicator 24*). Unlike measures of the total course credits completed by students, these trends suggest change in the average academic level of courses completed in high school. These trends, however, do not reveal which students are taking academically challenging courses. This indicator highlights differences among high school graduates in 2000 who completed advanced English courses (i.e., those classified as "honors") and advanced foreign language courses (year 3 or higher) (see *supplemental note 6*).

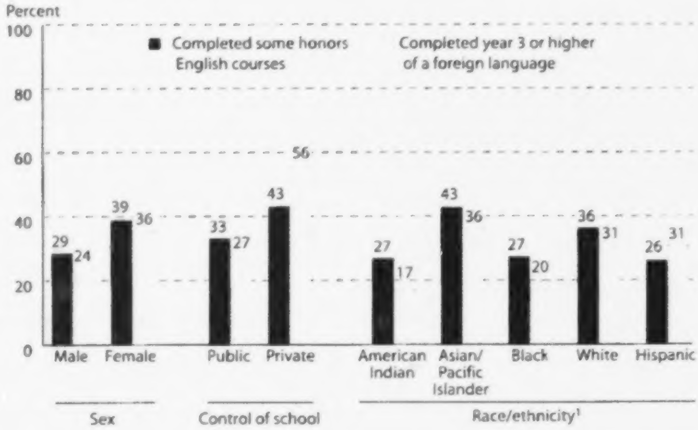
Among these graduates, females were more likely than males to have completed advanced English as well as foreign language courses. Asians/Pacific Islanders were more likely to have completed advanced English than Hispanics and Blacks, and Whites more than Hispanics, but no other differences were detected. Asians/Pacific Islanders, Hispanics, and Whites were more likely to have completed advanced foreign language courses than Blacks and American Indians.

Private school graduates in 2000 were more likely than public school graduates to have completed advanced foreign language courses. No significant differences were found in the rates at which private and public school graduates completed advanced English courses.

High school graduates who completed the Core curriculum or higher were more likely than those who did not to have completed advanced English and foreign language courses. However, among those completing the Core curriculum or higher, 48 percent completed only regular English courses and 7 percent completed only low academic level English courses. In foreign languages, 52 percent of those completing the Core curriculum or higher completed only low academic level foreign language courses and 9 percent completed no foreign language course (see supplemental tables 25-1 and 25-2).

Graduates from moderate-sized schools (i.e., enrollment of 300–999) and large schools (1,000 or more) were more likely than those from small schools (less than 300) to have completed advanced English and foreign language courses. Differences in the rates at which graduates from moderate-sized and large schools completed these courses were not found to be significant.

**DIFFERENCES IN COURSETAKING: Percentage of 2000 high school graduates who had completed advanced academic courses in English and in a foreign language, by selected characteristics: 1999–2000**



[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See notes to supplemental tables 25-1 and 25-2 on the various levels of English and foreign language courses. To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

FOR MORE INFORMATION:
Supplemental Notes 1,6
Supplemental Tables 25-1, 25-2

# Learning Opportunities

## Instructional Activities for 8th-Grade Mathematics

*In 8th-grade mathematics lessons in the United States, students spend 53 percent of the time reviewing previously studied content and 48 percent of the time studying new content.*

The 1999 Third International Mathematics and Science Study (TIMSS) included a Videotape Classroom Study of 8th-grade mathematics classes in Australia, the Czech Republic, Japan, the Netherlands, the Special Administrative Region (SAR) of Hong Kong, Switzerland, and the United States. The study used nationally representative class samples from these countries to examine the differences and similarities in mathematics lessons.

The study looked at the percentage of lesson time 8th-grade mathematics teachers devoted on average to reviewing previously studied content compared with studying (both introducing and practicing) new content. In the United States, no difference was found between the average percentage of lesson time devoted to studying new content and the percentage devoted to reviewing. By contrast, classes in Australia, Hong Kong, Japan, the Netherlands, and Switzerland spent more time, on average, studying new content than reviewing. The opposite was true in the Czech Republic, where more time was spent reviewing studied content than in all other countries except the United States (see supplemental table 26-1).

This study also examined how mathematics problems were solved in each lesson. The in-class explanation and discussion of each problem's solution was classified into one of four types, ranging from "making connections" (or explaining the mathematical relationships and/or reasoning involved in solving the problem) to "giving results only" (without an explanation of any mathematical processes) (see *supplemental note 5*).

On average, in the United States, 1 percent of problems per lesson were solved by making connections; 8 percent were solved with a discussion of mathematical concepts (but not mathematical relationships or reasoning); 55 percent involved an explanation of the steps and rules or the algorithmic procedures for solving the problem (but no explanation of the underlying mathematical concepts); and 36 percent were solved by giving results only. The Czech Republic, Hong Kong, Japan, and the Netherlands had a higher percentage of problems per lesson that were solved by making connections (10, 12, 37, and 22 percent, respectively). Compared with the United States, every other country[1] had a higher percentage of problems per lesson that were solved with a discussion of concepts (from 19 to 33 percent) (see supplemental table 26-2).

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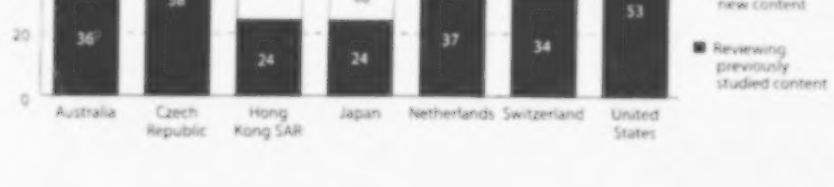
[1] Switzerland was not included in this particular analysis because English transcripts were not available for all lessons.

**MATHEMATICS LESSON ACTIVITY: Average percentage of 8th-grade mathematics lessons spent studying new content and reviewing previously studied content, by country: 1999**



NOTE: Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China and not a distinct country. However, this indicator refers to it as one of the study's "countries" for ease of reading and because this region was treated analytically the same as the countries in the study. Japanese mathematics data were collected in 1995. Detail may not sum to 100 percent because of rounding and the possibility of coding portions of lessons as "not able to make a judgment about the purpose."

SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results from the TIMSS 1999 Video Study* (NCES 2003–013), figure 3.8. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS) Video Study, 1999.

FOR MORE INFORMATION:
Supplemental Note 5
Supplemental tables 26-1, 26-2

# Special Programs

## Public Alternative Schools for At-Risk Students

*Public alternative schools and programs are most common in school districts with large enrollments, those in urban areas, and those in the Southeast.*

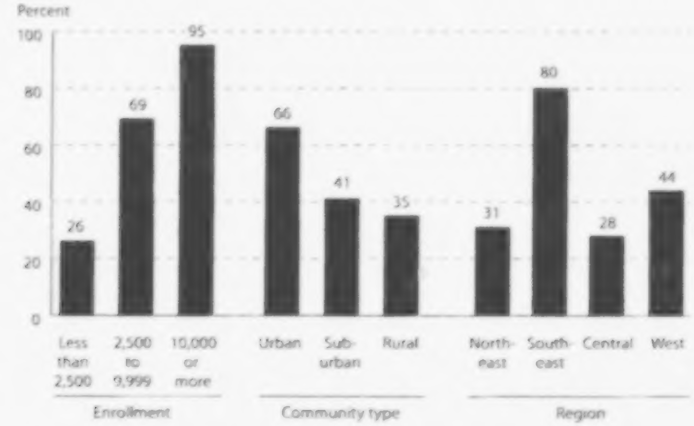
Alternative schools and programs serve students who are at risk of dropping out of school for any of a number of reasons, including poor grades, truancy, suspension, and pregnancy (Paglin and Fager 1997). Concerns with maintaining order and discipline in regular schools, combined with a desire to provide such at-risk students with alternatives to dropping out, have increased interest in such schools and programs. This indicator profiles the nation's public alternative schools and programs for at-risk students.[1]

In 2000–01, 39 percent of public school districts had alternative schools and programs (see supplemental table 27-1), serving approximately 613,000 at-risk students (or about 1.3 percent of all students enrolled in public elementary and secondary schools) (see supplemental table 27-2) in about 10,900 alternative schools and programs nationwide (see supplemental table 27-3). Taken together, alternative schools and programs were more common in large districts (those with 10,000 or more students) than smaller districts (those with less than 9,999 students), in urban districts than suburban or rural districts, and in southeastern districts than districts in other regions.

Enrollment in alternative schools and programs varied by district characteristics. Eight percent of districts in the Northeast and 5 percent in the Southeast enrolled more than 3 percent of their students in alternative schools and programs; however, 20 percent of districts in the Central region and 23 percent of districts in the West did so in 2000–01. Districts with the largest percentages of children in poverty also were more likely than districts with the smallest percentages of such children to enroll 3 percent or more of their students in these schools and programs (see supplemental table 27-2).

In addition to classes, many districts with alternative schools and programs provide their students with various services, such as academic counseling or preparation for their GED exam. The great majority of such districts (91 percent) offered coursework for a regular high school diploma, while roughly half (48 percent) offered vocational or skills training in 2000–01 (see supplemental table 27-1).

**ALTERNATIVE SCHOOLS AND PROGRAMS: Percentage of school districts with public alternative schools and/or programs for at-risk students, by selected district characteristics: 2000–01**



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[1] This analysis does not differentiate between these schools and programs. Districts with either a public alternative school or program are counted the same as districts with both. For this analysis, public alternative schools for at-risk students are publicly administered schools in facilities separate from regular schools; public alternative programs for at-risk students are programs offered within regular schools. These schools and programs do not serve special education students exclusively or serve short-term (2 weeks or less) in-house suspended students. Schools and programs not administered by a regular school district or in which the majority of students attended less than half of their instructional time are excluded.

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), table 1. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

FOR MORE INFORMATION
Supplemental Notes 1, 3
Supplemental Tables 27-1, 27-2, 27-3
Paglin and Fager 1997

# Teachers

## Out-of-Field Teaching in Middle and High School Grades

*Students in middle grades are more likely than students in high schools to have out-of-field teachers.*

Researchers have explored the hypothesis that teachers' knowledge and ability are associated with student learning in the classroom. These studies have found that students learn more from mathematics teachers who majored in mathematics than from teachers who did not (Goldhaber and Brewer 1997) and more from mathematics and science teachers who studied teaching methods in the subject they teach than from those who did not (Monk 1994; Goldhaber and Brewer 1997). These findings have prompted further examinations of "out-of-field" teachers (i.e., teachers who lack a major and certification in the subject they teach). This indicator reports the proportions of students in middle and high school classes who were taught by out-of-field teachers in 1999–2000.[1]

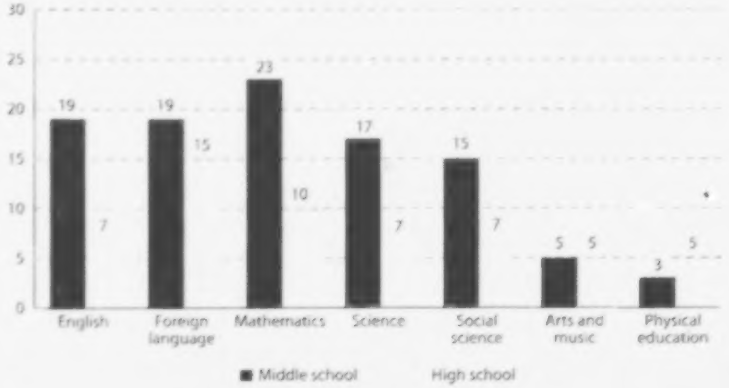
In academic classes, out-of-field teachers generally taught a larger percentage of students in the middle grades (i.e., grades 5–9) than in high school in 1999–2000. Out-of-field teachers taught 19 percent of English students in the middle grades, compared with 7 percent in high school. The same was true for mathematics (23 vs. 10 percent), science (17 vs. 7 percent), and social science classes (15 vs. 7 percent). Foreign language was the only academic class where no statistical differences were found in the proportions of students in the middle and high school grades who were taught by out-of-field teachers (19 vs. 15 percent).

This pattern was not evident for nonacademic classes like art, music, and physical education, however. In art and music classes, no differences were found between the proportions of students who were taught by out-of-field teachers in middle and high school grades. In physical education, out-of-field teachers taught a larger percentage of students in high school than in the middle grades (5 vs. 3 percent).

Students in the middle and high school grades were more likely to have out-of-field teachers in mathematics, foreign language, social science, and physical science classes than in their art, music, and physical education classes (see supplemental table 28-1).

Overall, out-of-field teachers were more common in physical science than in any other regular subject in both the middle and high school grades. They taught 42 percent of physical science students in the middle grades and 18 percent in high school.

**OUT-OF-FIELD TEACHERS: Percentage of public school students in middle and high school grades taught by teachers without a major or certification in the field they teach, by subject area: 1999–2000**



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[1] The data from the Schools and Staffing Survey (SASS) used for this analysis are from a representative sample of full- and part-time teachers rather than a representative sample of all students. Thus, technically this indicator presents the percentage of these sampled teachers' students who are in classes with a teacher teaching outside their field. For ease of presentation, however, this percentage will be referred to as the percentage of students who are in classes with an out-of-field teacher.

NOTE: Major refers only to a teacher's primary field of study for a bachelor's degree.

SOURCE: Seastrom, M.M., Gruber, K.J., Henke, R.R., McGrath, D.J., and Cohen, B.A. (2002). *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (NCES 2002–603), tables B-8 and B-9. Data from U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1999–2000 and "Charter Teacher Questionnaire," 1999–2000.

FOR MORE INFORMATION

Supplemental Note 3

Supplemental Table 28-1

Goldhaber and Brewer 1997, 2000

Monk 1994

# Teachers

## Beginning Teachers

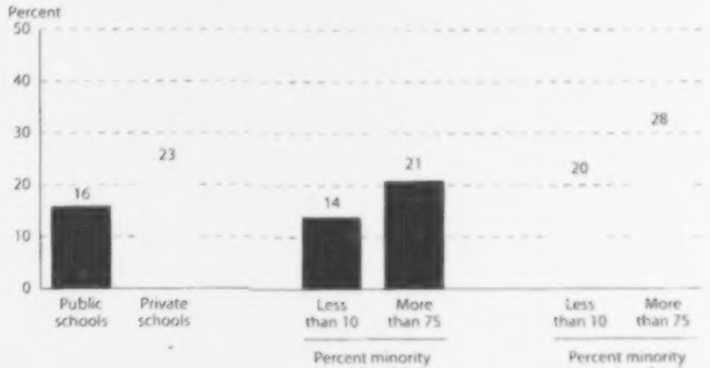
*Private schools and schools with high minority enrollments are more likely to employ teachers with 3 or fewer years of teaching experience than are public schools and schools with low minority enrollments.*

This indicator examines the distribution of beginning teachers (i.e., those with 3 or fewer years of experience) by various teacher characteristics and across different types of schools. Looking at the characteristics of beginning teachers provides some indication of the demographic profile of the nation's future teacher population. Examining their distribution across schools provides a measure of inequalities in student learning opportunities because, as indicated by research, teachers in the early years of their teaching careers are typically less effective than more experienced teachers (Murnane and Phillips 1981). This research suggests that there is discernible improvement in teacher effectiveness (as measured by student achievement scores) each year for a teacher's first few years of teaching; however, there is little evidence of significant improvement after about 5 years of teaching.

Among full-time teachers, approximately 16 percent of public school teachers were beginning teachers in 1999–2000, compared with 23 percent of private school teachers. Beginning teachers were evenly distributed by sex. There was no detectable difference in the proportions of male and female teachers who were beginning teachers in public and private schools. Beginning teachers were not, however, evenly distributed by race/ethnicity. Compared with White teachers, a greater proportion of Black and Hispanic teachers in public and private schools were beginning teachers, as were a greater proportion of Asian/Pacific Islander teachers in public schools (see supplemental table 29-1).

Beginning teachers were also not evenly distributed across all schools. Public and private schools with the highest percentages of minority students and those with the highest percentages of limited-English proficient (LEP) students were more likely to employ beginning teachers than schools with the lowest percentages of minority students and those with the lowest percentages of LEP students. Furthermore, public schools with the highest percentages of low-income students (those eligible for free or reduced-price lunch) were more likely to employ beginning teachers than were schools with the lowest percentages of such students (see supplemental tables 29-2 and 29-3).

**TEACHING EXPERIENCE: Percentage of full-time school teachers with 3 or fewer years of teaching experience, by control of school and by schools with the lowest and highest minority enrollments: 1999–2000**



SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire" and "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

FOR MORE INFORMATION

Supplemental Notes 1, 3

Supplemental Tables 29-1, 29-2, 29-3

Murnane and Phillips 1981

# School Characteristics and Climate

## Size of High Schools

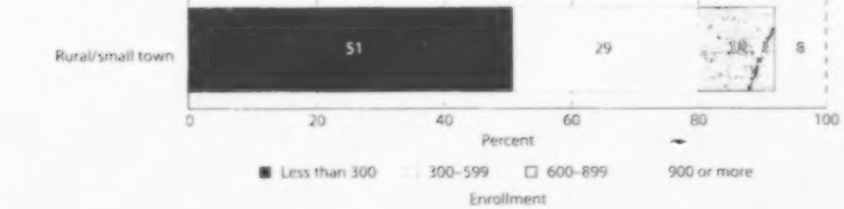
*High school sizes vary by location. In urban areas almost half of all high schools are large (900 or more students), whereas in rural areas half of all high schools are very small (fewer than 300 students).*

Large high schools have traditionally been considered more economical and able to support a broader curriculum than smaller ones (Lee et al. 2000). In recent years, however, research has suggested that small and moderate size high schools foster more positive social and academic environments than large high schools, especially for economically disadvantaged students (Lee and Bryk 1988, 1989; Bickel et al. 2001). This research also suggests that students in very small high schools learn less than students in "moderate" size (600–899 students) high schools (Lee and Smith 1997). This indicator profiles the distribution of high schools by size and selected characteristics.

During the 1999–2000 school year, high schools were not evenly distributed by size. Those in central cities or in urban fringe/large towns were more likely than those in rural areas/small towns to be large (i.e., to have 900 or more students), while those in rural areas/small towns were more likely than those elsewhere to be very small (to have fewer than 300 students). High schools with the highest percentages of limited English proficiency (LEP) enrollments were more likely than those with the lower percentages to be large, while those with the lowest percentages of LEP enrollments were more likely than all others to be very small. Among public high schools, those with the highest percentages of students receiving free or reduced-price lunches were more likely than those with lower percentages to be very small (see supplemental table 30-1).

Among regular high schools, a positive relationship exists between school size and the percentage of teachers who reported that apathy, tardiness, absenteeism, dropping out, and drug use are "serious" problems among students in their school. Teachers in larger schools were generally more likely to report that these problems are serious than were their peers in relatively smaller schools. When examined across locations, this pattern generally held true in central cities and rural areas/small towns, but not in urban fringe/large towns (see supplemental table 30-2).

**HIGH SCHOOL SIZE: Percentage distributions of all secondary schools according to enrollment, by location: 1999–2000**



NOTE: See *supplemental note 1* for more information on location. Data on general high school characteristics by size include data on all secondary schools—i.e., special education, vocational education, and alternative high schools as well as regular high schools. Secondary schools include all schools with no grade below grade 7 and with one grade at grade 9 or higher. A secondary school may include an ungraded class.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental tables 30-1, 30-2

Bickel et al. 2001; Lee et al. 2000; Lee and Bryk 1988, 1989; Lee and Smith 1997

# School Characteristics and Climate

## Student Victimization

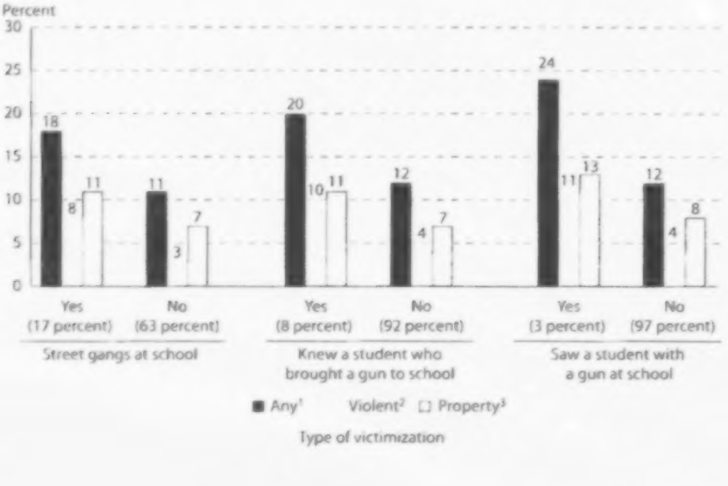
***Victimization affects all types of students. However, students who report gangs or guns at their schools are more likely to report victimization than students who do not report these conditions.***

The quality of the educational environment and students' ability to learn both suffer when students are subject to assault, theft, or other forms of victimization at school (Stephens 1997). In 1999, 12 percent of 12- through 18-year-old students reported experiencing "any" form of victimization at school. Four percent reported "violent victimization" (i.e., rape, sexual assault, robbery, or assault, including attempts and threats), and 8 percent reported theft of property or "property victimization" at school (see supplemental table 31-1).

Victimization affects all types of students, but not all students are equally likely to report being victimized. In 1999, public school students were more likely than private school students to report any form of victimization (13 vs. 9 percent) as well as violent victimization (4 vs. 0.4 percent) and property theft (8 vs. 6 percent). Male students were more likely than female students to report violent victimization at school (5 vs. 4 percent); however, no differences were detected between male and female students in their reported levels of property theft or any victimization. Overall, Black students were more likely to report having experienced any form of victimization than were White and Hispanic students. No differences were detected between Black and Hispanic students in their reported levels of violent victimization.

Two factors that generally raise rates of victimization are the presence of gangs and guns at school. Students who reported gangs at school were more likely than other students to say they experienced any victimization (18 vs. 11 percent) as well as violent victimization (8 vs. 3 percent) and property theft (11 vs. 7 percent). Students who said that they knew a student who brought a gun to school were also more likely than other students to report any victimization (20 vs. 12 percent). Likewise, students who said they had seen a student with a gun at school were more likely than other students to report any victimization (24 vs. 12 percent) (see supplemental table 31-2).

**STUDENT VICTIMIZATION: Percentage of students ages 12–18 who reported criminal victimization at school according to type of victimization, by their perception of conditions at school: 1999**



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[1] "Any victimization" is a combination of "violent victimization" and "property victimization." If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the any victimization category. Also, any victimization includes those students who reported being victimized but did not provide enough information about the victimization for it to be classified as violent or property.

[2] Violent victimization includes any physical attack (i.e., rape, sexual assault, robbery, or assault, including attempts and threats) or taking of property directly from a student using force, weapons, or threats at school.

[3] Property victimization includes theft of a student's property at school.

NOTE: Response rate in parentheses. Percentage of students reporting "do not know" or "not ascertained" not reported in figure. Includes only 12- through 18-year-olds who were in primary or secondary education programs leading to a high school diploma.

SOURCE: Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331), tables 1, 8, and 10. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

FOR MORE INFORMATION:

Supplemental Note 1

Supplemental Tables 31-1, 31-2

Stephens 1997

# Section 5

# *Contexts of Postsecondary Education*

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# Section 5: Web Site Contents

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This List of Indicators includes all the indicators in Section 5 that appear on *The Condition of Education* web site (*http://nces.ed.gov/programs/coe*), drawn from the 2000, 2001, 2002, and 2003 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

# Introduction: Contexts of Postsecondary Education

The postsecondary education system encompasses various types of institutions, both public and private. These include less-than-2-year institutions providing short-term vocational training, 2-year institutions offering associate's degrees and occupational certificates, and 4-year colleges and universities offering bachelor's or higher degrees. This system serves not only recent high school graduates but also adults of all ages who enroll to fulfill a wide range of personal and career-related goals.

Although issues of student access, persistence, and attainment have been predominant concerns in postsecondary education (see section 3), the context in which postsecondary education is delivered has attracted considerable attention as well. With respect to students, issues of ongoing concern have included, for example, curriculum content, student access to faculty and courses, the use of technology, and the availability of student support services. All of these issues must be addressed in the context of a diverse student body that varies in terms of age, sex, race/ethnicity, socioeconomic background, academic goals, and work and enrollment patterns. With respect to faculty, issues such as workload, tenure, salaries, allocation of time between teaching and research, and faculty diversity have been prominent.

The indicators in this section describe the undergraduate population, the programs and course of study they take, their learning opportunities, and the special programs in which they participate. They also describe the characteristics of faculty and how colleges and universities use faculty and other resources.

Additional indicators on these topics, particularly on learning opportunities, may be found in the web version of *The Condition of Education*. These indicators are listed on the facing page and are available at ***http://nces.ed.gov/programs/coe/list/i5.asp***.

# Characteristics of Postsecondary Students

## Undergraduate Diversity

***Undergraduates display considerable diversity in their demographic, enrollment, and employment characteristics.***

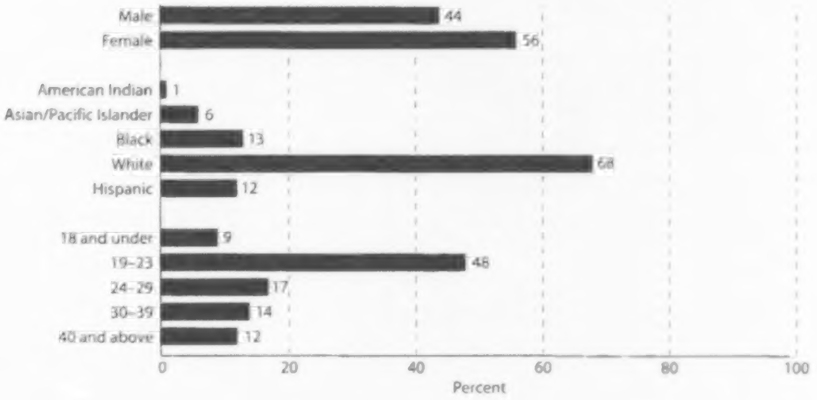
Undergraduates who attend our nation's colleges and universities are not a homogeneous group. Many student demographic, enrollment, and employment characteristics are related to the risk of dropping out (NCES 97-578). Consequently, understanding the variation in the undergraduate population has implications for how postsecondary institutions might better meet the needs of students and promote their success.

More than half of undergraduates were women in 1999–2000 (56 percent), and close to a third were other than White. Traditional college-aged students (23 years or younger) accounted for 57 percent of all undergraduates, and 43 percent were age 24 or older. More than a quarter (27 percent) of undergraduates had dependents, 13 percent were single parents, and 80 percent were employed, including 39 percent who were employed full time. Also, 9 percent reported having some type of disability causing them difficulties as a student (see supplemental table 32-1).

In general, the distribution of students according to the characteristics just mentioned has changed little over the past 10 years, but two notable differences exist. First, the proportion of White students has decreased, while the proportion of students in each other racial/ethnic group has increased. Combined, minority students represented nearly a third of all undergraduates in 1999–2000, up from about a quarter in 1989–90. Second, the percentage of students working full time during the school year rose 7 percentage points during this period, while the percentage working part time fell 9 points. The percentage of students not working rose almost 2 points (see supplemental tables 32-1 and 32-2).

Many of these characteristics are related to the type of institutions students attend. In 1999–2000, students at public 2-year institutions were more likely than those at 4-year institutions to have dependents, work full time, and delay enrollment. These results are consistent with the fact that students at public 2-year institutions were older than those at 4-year institutions. Conversely, in 1999–2000, students at 4-year institutions, especially private not-for-profit doctorate-granting institutions, were more likely than those at 2-year institutions to be of traditional age, not work, and attend full time.

**UNDERGRADUATE DIVERSITY: Percentage of undergraduates with selected student characteristics: 1999–2000**



NOTE: American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 8, 11

Supplemental Tables 32-1, 32-2

NCES 97–578

NCES 2002–168

# Programs and Courses

## Degrees and Fields of Study

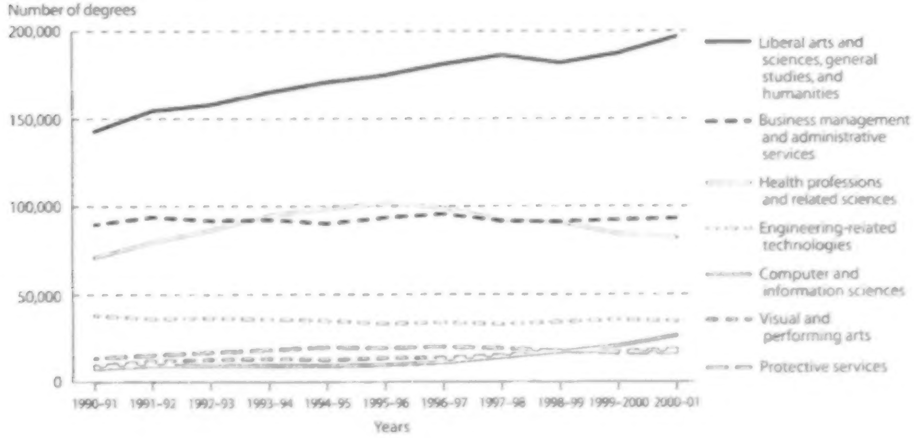
*Between 1990–91 and 2000–01, the number of associate's degrees awarded increased at a faster rate than the number of bachelor's degrees.*

The number of associate's degrees awarded between 1990–91 and 2000–01 increased by 20 percent, from 482,000 to 579,000. In contrast, the number of bachelor's degrees awarded grew by 14 percent, from 1,095,000 to 1,244,000. The number of associate's degrees awarded increased more during the first half of the time period than the second half (15 vs. 4 percent), while the number of bachelor's degrees awarded increased by 6 to 7 percent in both 5-year periods (see supplemental tables 33-1, 33-2, and 33-3).

Each year between 1990–91 and 2000–01, more associate's degrees were awarded in liberal arts/sciences, general studies, and humanities than in any other field. Associate's degrees in these fields increased in both the number awarded (by 38 percent) and in the share of the total (from 30 to 34 percent). Business management/administrative services and health professions/related sciences were the next largest fields in 2000–01, accounting for 16 and 14 percent, respectively, of all associate's degrees. While the number of associate's degrees awarded in business remained relatively stable between 1990–91 and 2000–01, the number of degrees awarded in health grew until the mid-1990s and then started to decline. The number of associate's degrees awarded in engineering-related technologies declined from 1990–91 to 2000–01. Computer/information sciences grew rapidly in the second half of the time period (with the number of degrees increasing by 173 percent). Associate's degrees in visual/performing arts and protective services increased from 1990–91 to 2000–01, but each field accounted for only 3 percent of all associate's degrees awarded in 2000–01 (see supplemental table 33-2).

At the bachelor's degree level, the number of degrees awarded in the three largest fields reveal different patterns. In business, the number of degrees awarded decreased between 1990–91 and 1995–96 (by 9 percent) but then increased between 1995–96 and 2000–01 (by 17 percent). The number of bachelor's degrees awarded in social sciences/history remained relatively stable, increasing by 1 percent in both time periods. In education, the number of degrees awarded decreased between 1990–91 and 1995–96 (by 5 percent) but then remained stable between 1995–96 and 2000–01 (see supplemental table 33-3).

**ASSOCIATE'S DEGREES: Number of associate's degrees conferred by Title IV degree-granting institutions, by field of study: 1990–91 through 2000–01**



SOURCE: U.S. Department of Education, NCES (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 250. Data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90–01), 1990–91 through 2000–01.

FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Tables 33-1, 33-2, 33-3

# Special Programs

## Services and Accommodations for Students With Disabilities

*About 9 percent of undergraduates reported having disabilities in 1999–2000, and 22 percent of these students reported not receiving the services or accommodations they needed.*

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 require postsecondary institutions to make education accessible for students with disabilities. At the postsecondary level, disability-related services and accommodations might include, for example, alternative examination formats, readers, interpreters, or ramps for wheelchair access. The percentage of college freshmen reporting disabilities has increased from just under 3 percent in 1978 to more than 9 percent in 1998 (American Youth Policy Forum and Center on Education Policy 2002).

In 1999–2000, 9 percent of all undergraduate students in degree-granting institutions reported having a disability that created difficulties for them as a student.[1] About half of these students were enrolled at public 2-year institutions, and another 26 percent were enrolled at public 4-year institutions. The percentage of students with disabilities was higher at public 2-year and private for-profit institutions than at public and private not-for-profit 4-year institutions. Among students with disabilities, 26 percent reported receiving disability-related services or accommodations. However, 22 percent of students with disabilities reported not receiving the services or accommodations they needed. At private for-profit institutions, 11 percent of students with disabilities reported not receiving the services or accommodations they needed, compared with 21 to 24 percent of their counterparts at other types of institutions.

Of the students with disabilities, 29 percent had an orthopedic or mobility impairment; 17 percent mental illness or depression; 15 percent a health impairment; 12 percent a visual or hearing impairment; 11 percent a learning disability or Attention Deficit Disorder (ADD); and 15 percent had some other type of disability. Students with a learning disability or ADD were more likely than students with other types of disabilities to report receiving services (51 percent vs. 19 to 30 percent). Nevertheless, 32 percent of students with a learning disability or ADD reported not receiving the services or accommodations they needed (see supplemental table 34-1).

**DISABILITY-RELATED SERVICES: Percentage and percentage distribution of students reporting disabilities, and among students reporting disabilities, their service receipt status, by type of institution: 1999–2000**

| Students reporting disabilities | Total[2] | Public 4-year | Private not-for-profit 4-year | Public 2-year | Private for-profit |
|---|---|---|---|---|---|
| Percentage of students with disabilities | 9.3 | 7.8 | 7.5 | 10.8 | 12.0 |
| Among students with disabilities, percentage who | | | | | |
| Received services | 26.0 | 29.2 | 26.3 | 25.2 | 18.0 |
| Needed services, but did not receive them | 22.0 | 21.2 | 24.0 | 23.2 | 10.6 |
| Percentage distribution of students with disabilities | 100.0 | 26.4 | 11.4 | 48.6 | 6.3 |
| Percentage distribution of all students | 100.0 | 31.3 | 14.0 | 42.1 | 4.9 |

---

[1] Students were asked several questions about their disability status. Eleven percent reported having a disability, 9 percent reported having a disability that created difficulties for them as a student, and 4 percent considered themselves to be disabled (NPSAS 2000: Previously unpublished tabulations [March 2002]). *Supplemental note 11* provides more information on disabilities.

[2] Percentages are based on students who attended all types of institutions, including others not cited, or more than one institution.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS 2000).

FOR MORE INFORMATION:
Supplemental Notes 3, 8, 11
Supplemental Table 34-1
American Youth Policy Forum and Center on Education Policy 2002

*Faculty*

# Changes in Faculty Tenure Policy and Hiring

*The majority of postsecondary institutions had recently taken actions affecting tenure as of 1998, and the proportion of recently hired faculty who were not on a tenure track increased from 1992 to 1998.*

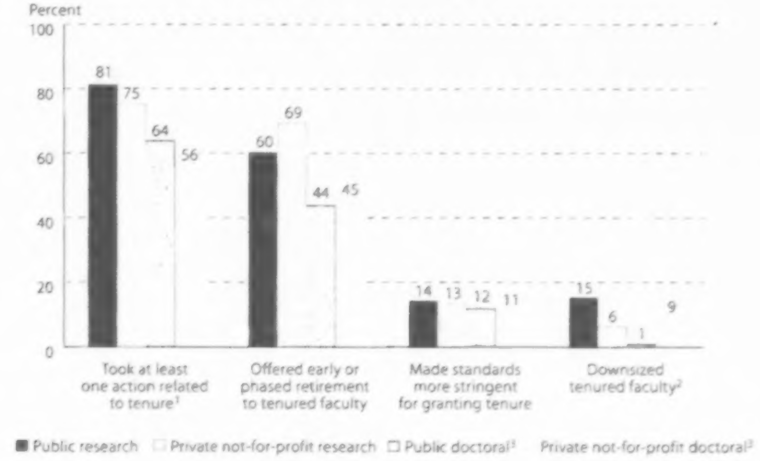
Over the past decade, postsecondary institutions have experienced rising enrollments of nontraditional students, reductions in the proportion of revenues from state funding, and increased use of short-term and contract personnel. These changes have led postsecondary institutions to reevaluate longstanding policies affecting faculty tenure and hiring (Chronister and Baldwin 2000).

About two-thirds (66 percent) of all postsecondary institutions had tenure systems in fall 1998, and 88 percent of all full-time faculty worked at these institutions (NCES 2001–201). The majority of institutions (63 percent) had taken at least one action related to tenure or tenure policy for full-time faculty and instructional staff during the previous 5 years. According to these institutions, they had offered early or phased retirement to full-time tenured faculty more often than other measures such as instituting more stringent standards for granting tenure or downsizing tenured faculty (48 percent vs. 11 and 8 percent, respectively; see supplemental table 35-1). In addition, 16 percent of institutions reported replacing some tenured positions with fixed-term contracts.

The likelihood of enacting changes differed somewhat by type of institution. Research institutions were more likely than doctoral institutions to have taken actions related to tenure for full-time faculty. For example, while a majority of public (60 percent) and private not-for-profit (69 percent) research institutions had offered early or phased retirement to tenured full-time faculty during the previous 5 years, fewer doctoral institutions had done so (44 percent of public and 45 percent of private not-for-profit doctoral institutions). Public research institutions were also more likely than other doctoral and research institutions to have downsized tenured faculty during this period.

Changes in the tenure status of recently hired faculty appear to reflect these strategies. Between 1992 and 1998, the percentage of full-time faculty in their current jobs no more than 3 years who were not on a tenure track (but were at institutions with tenure systems) increased from 32 percent to 38 percent (see supplemental table 35-2).

**CHANGES IN TENURE POLICY: Percentage of research and doctoral institutions that had taken actions related to tenure during the previous 5 years, by type and control of institution: Fall 1998**



[1] Includes other possible actions not shown. See supplemental table 35-1 for details.

[2] Downsizing includes dismissing tenured faculty, replacing departing tenured faculty with nontenure-track faculty, or not hiring replacements for departing tenured faculty.

[3] Includes specialized medical schools and medical centers.

NOTE: Includes public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia. Institutions were asked to report policies affecting full-time faculty and instructional staff. See *supplemental note 8* for a description of the types of institutions.

SOURCE: Berger, A., Kirshstein, R., and Rowe, E. *Institutional Policies and Practices: Results From the 1999 National Study of Postsecondary Faculty, Institution Survey* (NCES 2001–201), tables 5.1 and 5.6. Data from 1999 National Study of Postsecondary Faculty (NSOPF:99).

FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Tables 35-1, 35-2
Chronister and Baldwin 2000

# Section 6

# *Societal Support for Learning*

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This List of Indicators includes all the indicators in Section 6 that appear on *The Condition of Education* web site (*http://nces.ed.gov/programs/coe*), drawn from the 2000, 2001, 2002, and 2003 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

# Introduction: Societal Support for Learning

This section looks at the contributions, both financial and otherwise, that society and its members—individuals, families, employers, and other organizations outside of school—make to support education. Thus, this section explores traditional issues about financial support for education as well as issues about the amount of time and attention parents devote to their children's learning; the degree of support that exists in the community, workplace, and other settings for learning; and the consistency of cultural messages about the value of knowledge and learning.

Traditional issues about financial support focus on the amount of funding for education and use school finance data (in particular school expenditures) as one measure of social support for education. Debate exists among education researchers as to the effect of differences in funding on school performance or student outcomes. There is no debate, however, that there are marked differences in funding—in "how," "to whom," "from whom," and "how many" dollars are distributed among public and private educational institutions. The finance indicators in this section measure these types of differences and look at the relationships between these differences and certain aspects of communities (e.g., region, poverty rates, and types of families residing in the community) as well as certain student populations (e.g., children in certain categories of concern, such as minority status, poverty status, and other at-risk factors).

One consideration in the section is how revenues from public and private sources are distributed among public and private institutions in the education system at the elementary/secondary and postsecondary levels. For example, the tuition paid by college students to attend a public college or university is a private investment being made by the student, or the student's family, in education that is delivered by a public institution. The sum of this and many other allocation mechanisms determines the extent to which postsecondary education is publicly or privately funded and delivered by public or private institutions.

The resources and support that children receive outside of school from individuals, families, and other organizations can complement, reinforce, and add to their school or college learning experiences. Unfavorable conditions at home, school, or in the community may hamper children's ability to learn in school. Comparisons by family characteristics, such as the level of family income or parental education, help illustrate the relationship between family background and support for their child's learning.

In addition to the indicators on student effort and educational progress presented in the following pages, indicators from previous editions of *The Condition of Education* are available at ***http://nces.ed.gov/programs/coe/list/i6.asp***. These include indicators on parental involvement in schools, parental attitudes toward schools, trends in the public and private funding of education, and parental saving for the postsecondary education of their children. A full list of indicators in this section available online can be found on the previous page.

# Family Support

## Home Literacy Environment and Kindergartners' Reading Achievement

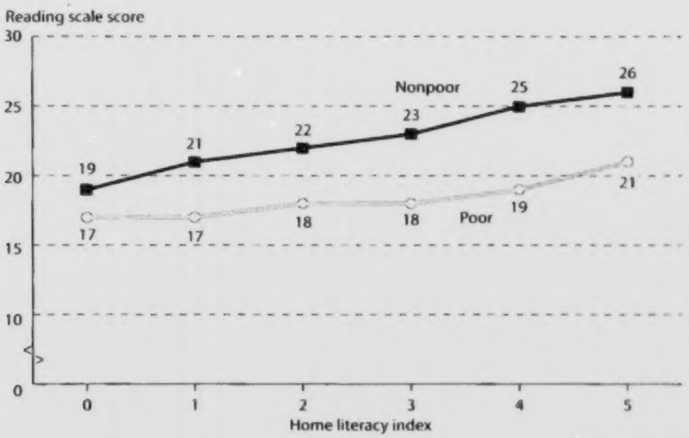
*Children with richer home literacy environments demonstrate higher levels of reading skills and knowledge when they enter kindergarten than do children with less rich literacy environments.*

Children learn through interacting with others, and activities such as reading to children can enhance their reading skills and knowledge (Snow, Burns, and Griffin 1998; Burgess, Hecht, and Lonigan 2002). This indicator explores the relationship of home educational activities and literacy resources to children's reading skills and knowledge at kindergarten entry. The data are from the base-year (kindergarten) collection of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

Children's home educational activities and literacy environment are measured by an index that counts whether parents reported that children are read to (1 point), sung to (1 point), and told stories to (1 point) *three or more times a week*; whether they have the average number of children's books or more (1 point); and whether they have the average number of children's records/audiotapes/CDs or more (1 point).[1] Therefore, children's scores on the home literacy index can range from 0 to 5 points. The higher the value of the index, the "richer" the home environment is in terms of educational activities and literary resources. Children's home literacy environment varied by certain family characteristics in 1998–99. For example, the measure of home literacy environment varied by poverty level, with poor children scoring lower than nonpoor children on the home literacy index (see supplemental table 36-1).

The ECLS–K provides reading scale scores to measure children's reading knowledge and skills as they enter kindergarten. In 1998–99, children with higher values on the home literacy index scored higher on the reading scale than did children with lower values on the literacy index. The positive relationship between home literacy environment and children's reading knowledge and skills existed for both poor and nonpoor children, with a stronger relationship for nonpoor children. As a consequence, regardless of poverty status, children with richer home literacy environments displayed higher levels of reading knowledge and skills than did their counterparts with less rich home literacy environments.

**KINDERGARTNERS' READING ACHIEVEMENT: Mean fall kindergarten reading scale score according to home literacy index, by children's poverty status: 1998–99**



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[1] On average, children have 73 children's books in the home and 15 children's records/audiotapes/CDs.

NOTE: The home literacy index is based on parental reports of home educational activities and literacy resources. Children's reading skills and knowledge are measured through a one-on-one, two-stage adaptive direct assessment that includes items on basic skills (such as letter recognition and print familiarity), beginning and ending sounds, rhyming words, word recognition, and vocabulary and comprehension.

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File, 1998–99, February 2001.

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 36-1
Indicator 37
NCES 2000–026; NCES 2000–070
Burgess, Hecht, and Lonigan 2002
Snow, Burns, and Griffin 1998

# Family Support

## Early Literacy Activities

*The percentage of poor and nonpoor children who participated in literacy activities with a family member increased between 1993 and 2001.*

Children whose parents read to them become better readers and perform better in school (Snow, Burns, and Griffin 1998). Other family activities such as telling stories and singing songs also encourage children's acquisition of literacy skills (Moss and Fawcett 1995). This indicator, drawn from data collected by the National Household Education Surveys Program, examines the frequency at which parents reported engaging in various literacy-building activities with children ages 3–5 who were not yet enrolled in kindergarten in 1993 and 2001.

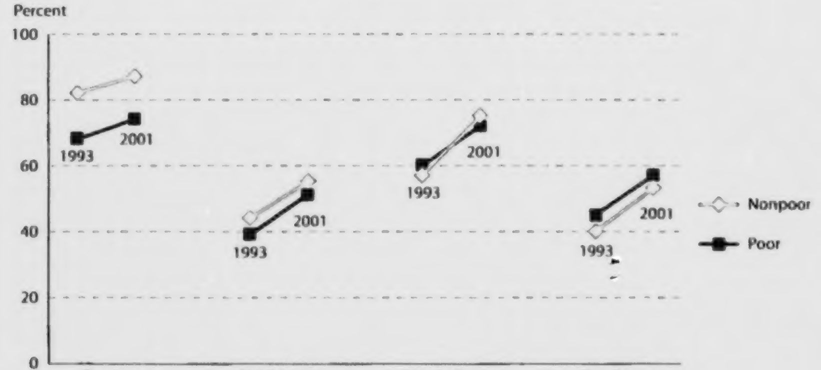
The percentage of children read to by a family member frequently (i.e., three or more times per week) increased from 78 percent in 1993 to 84 percent in 2001. There were also increases in the percentage of children whose family members frequently told them a story (from 43 to 54 percent), taught them letters, words, or numbers (from 58 to 74 percent), and taught them songs or music (from 41 to 54 percent) (see supplemental table 37-1).

Increases in the percentage of children who were read to or who participated in other literacy activities were evident regardless of the poverty status of the child. Poor children and nonpoor children were each more likely to participate in literacy activities in 2001 than they were in 1993.

Despite the increase in participation in literacy activities by all children regardless of their poverty levels, nonpoor children were more likely than poor children to engage frequently in certain literacy activities in 2001. For instance, 87 percent of nonpoor children were frequently read to by a family member, compared with 74 percent of poor children. However, in 2001, no relationship was found between poverty status and engaging in the two other literacy activities—teaching letters, words, or numbers or teaching songs or music.

The percentage of children who engaged in certain literacy activities in 2001 also varied by the child's race/ethnicity. White children were more likely than Black or Hispanic children to be read to or told a story frequently. They were also more likely than Hispanic children to be taught letters, words, or numbers. However, no differences were found in the percentage of Black, Hispanic, or White children who were taught songs or music (see supplemental table 37-1).

**EARLY LITERACY ACTIVITIES: Percentage of children ages 3–5 not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by poverty status: 1993 and 2001**



NOTE: See *supplemental note 1* for information on poverty status.

SOURCE: U.S. Department of Education, NCES, School Readiness and Early Childhood Education Program Participation Surveys of the National Household Education Surveys Program (SR-NHES:1993 and ECPP-NHES:2001).

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 37-1
Indicator 36
NCES 2000–026
Moss and Fawcett 1995
Snow, Burns, and Griffin 1998

# Family Support

## Care Arrangements for Children After School

*In 2001, 50 percent of children in kindergarten through 8th grade were enrolled in a variety of nonparental care arrangements after school. Black children were more likely than White and Hispanic children to participate in nonparental care.*

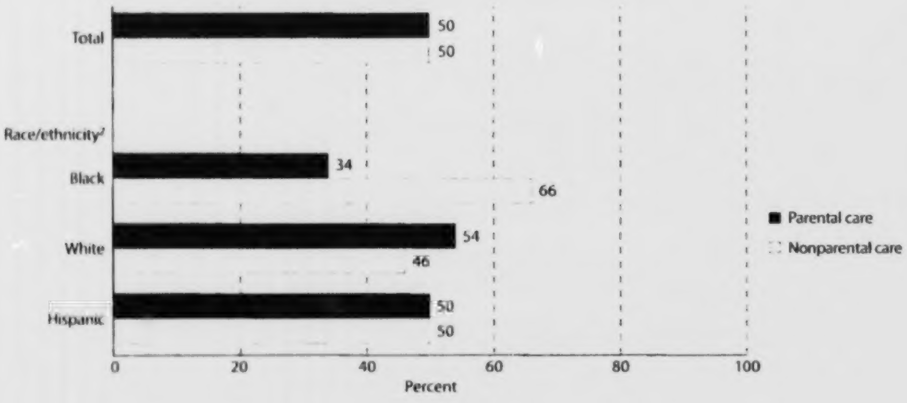
Many parents can take care of their children after school, while other parents with school-aged children rely on nonparental care to do so. Generally, parents who do not supervise their children find an adult to watch them, find a formal after-school program, or allow the children to care for themselves. This indicator examines five types of nonparental care after school: relative care, nonrelative care, center- or school-based programs, extracurricular activities[1] (for purposes of supervision), and self-care (i.e., children care for themselves).

In 2001, about half of the children in kindergarten through 8th grade were under their parents' care, while the other half were placed in a nonparental care arrangement after school. Among all children, the most common nonparental care arrangements were center- or school-based programs (19 percent), followed by relative care (17 percent) and self-care (13 percent). Compared with these three care arrangements, fewer children were in the care of a nonrelative (6 percent) or in extracurricular activities (7 percent) after school (see supplemental table 38-1).

Younger children (kindergarten through 2nd grade) were more likely than older ones (6th through 8th grade) to be in the care of a relative, nonrelative, or in a center- or school-based program and were less likely than the older children to care for themselves or to be in extracurricular activities during out-of-school time. Differences were found across racial/ethnic groups as well: Black children were more likely than White and Hispanic children to participate in nonparental care and to be in three of the five types of nonparental care: center- or school-based programs, self-care, and relative care.

Children engage in a variety of activities while in after-school care. Homework or school-related activities were the most commonly reported group of activities for children in each type of nonparental care arrangement with the exception of nonrelative care. For children under nonrelative care, three other activities (outdoor play or sports, indoor play, and watching television, playing video games, or listening to music) joined homework or school-related activities as the most frequently reported activities (see supplemental table 38-2).

**CARE ARRANGEMENTS FOR CHILDREN AFTER SCHOOL: Percentage of children in kindergarten through 8th grade who participated in parental and nonparental care arrangements after school, by race/ethnicity: 2001**



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[1] There are two types of extracurricular activities: those selected for the purpose of providing children with adult supervision and those that children join because of personal interest and enjoyment. The activities selected for supervisory purposes are considered to be a nonparental care arrangement. About 7 percent of children participated in activities selected by their parents for supervisory purposes, and 31 percent participated for personal interest and enjoyment.

[2] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic unless specified.

NOTE: Includes children participating in regularly scheduled care arrangements after school that occur at least once monthly, with the exception of extracurricular activities, which are scheduled at least once weekly. Home-schooled children have been excluded. The sum of the percentage of children in different types of nonparental arrangements exceeds the total percentage of children in any nonparental arrangement because children can participate in more than one type of nonparental care arrangement after school.

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPA–NHES:2001).

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 38-1, 38-2
NCES 2001–072, indicator 53; NCES 2003–063

# *Financing for Elementary and Secondary Education*

## Public Elementary and Secondary Expenditures

*Total expenditures per student adjusted for inflation increased between 1991-92 and 1999–2000, with the largest increases in central cities of midsize metropolitan statistical areas and rural locations.*

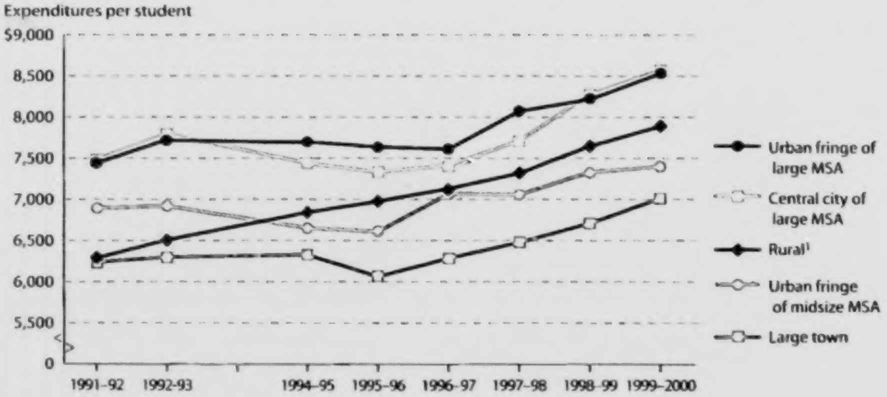
This indicator examines total expenditures per student adjusted for inflation (which include current expenditures, interest on school debt, and capital outlay) across seven location types between 1991–92 and 1999–2000.

In 1999–2000, the average total expenditure per student in public school districts was $8,105, but expenditures varied by the location of the school districts. The highest total expenditures were in districts located in central cities of large metropolitan statistical areas (MSAs) ($8,578) and in the urban fringes of large MSAs ($8,537). Expenditures per student in central cities of midsize MSAs ($8,028) and in rural areas ($7,898) were slightly below the average, while those in urban fringes of midsize MSAs ($7,409), small towns ($7,320), and large towns ($7,019) were the lowest (see supplemental table 39-1). These variations may be partly attributable to variations in costs of living across different locations.

Between 1991-92 and 1999–2000, total expenditures per student increased by 20 percent, although the magnitude of the increases varied by location. Expenditures per student increased the most in central cities of midsize MSAs and rural areas (26 percent), while they increased the least in urban fringes of midsize MSAs (7 percent). There was a shift in the profile of expenditures per student by location. For example, in 1991–92, expenditures per student in urban fringes of midsize MSAs were larger than expenditures in central cities of midsize MSAs and rural areas. In contrast, expenditures per student in central cities of midsize MSAs and rural areas in 1999–2000 surpassed those in urban fringes of midsize MSAs.

Current expenditures per student reflect the shift observed for total expenditures by location. Overall, current expenditures per student rose 17 percent between 1991–92 and 1999–2000, with the largest increases occurring in central cities of midsize MSAs (26 percent) and rural areas (21 percent) and the smallest increase for urban fringes of midsize MSAs (4 percent) (see supplemental table 39-2). As a result, current expenditures per student in central cities of midsize MSAs and rural areas surpassed those of urban fringes of midsize MSAs by 1999–2000.

**TOTAL EXPENDITURES PER STUDENT: Public school district expenditures per student (in constant 1999–2000 dollars), by selected locations: 1991–92, 1992–93 and 1994–95 to 1999–2000**



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[1] Includes rural, within MSA, and rural, outside an MSA.

NOTE: Total expenditures per student in fall enrollment include all expenditures allocable to per student costs divided by fall enrollment. These allocable expenditures include current expenditures for elementary-secondary programs, interest on school debt, and capital outlay. Expenditures for nonelementary-secondary programs that include community services, adult education, and other are excluded.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000, "Public School District Financial Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000.

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 10

Supplemental Tables 39-1, 39-2

NCES 98-04

NCES 2002-367

# Financing for Elementary and Secondary Education

## International Comparisons of Expenditures for Education

*Wealthy nations spend more per student on education, but typically do not spend a higher percentage of their wealth on education than do less wealthy nations.*

Two measures used to compare countries' investment in education are expenditures per student (expressed in absolute terms) from both public and private sources and total expenditures as a percentage of gross domestic product (GDP). The latter measure allows a comparison of countries' expenditures relative to their ability to finance education.

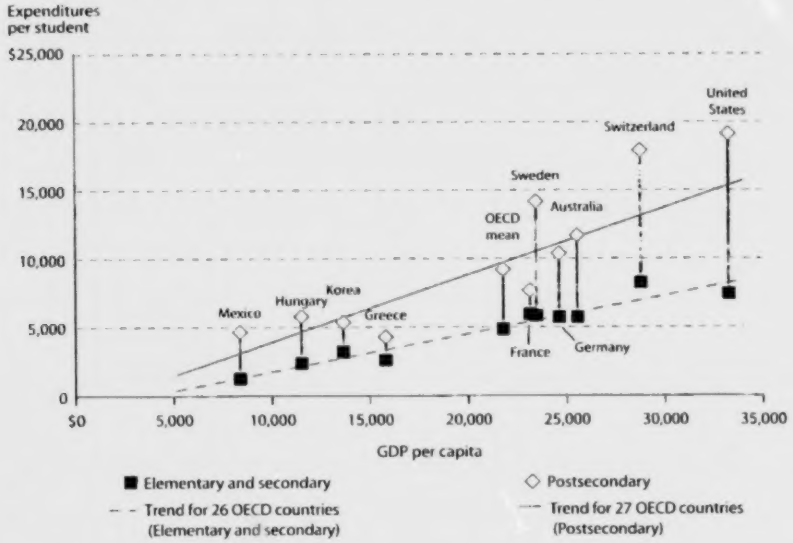
In 1999, expenditures per student for the member countries of the Organization for Economic Cooperation and Development (OECD) averaged $4,850 at the combined elementary and secondary level and $9,210 at the postsecondary level. However, expenditures per student varied widely across these countries, ranging from $1,240 (Mexico) to $8,194 (Switzerland) at the combined elementary and secondary level and from $3,912 (Poland) to $19,220 (United States) at the postsecondary level (see supplemental table 40-1).

A positive pattern was detected between countries' wealth (defined as GDP per capita) and per student expenditures on education at the elementary/secondary and postsecondary levels. For example, Switzerland and the United States, two of the wealthiest countries reporting data, also ranked the highest in amounts spent per student on elementary/secondary education in 1999. The same two countries also maintained the largest per student expenditure for postsecondary education in 1999 ($19,220 in the United States and $17,997 in Switzerland).

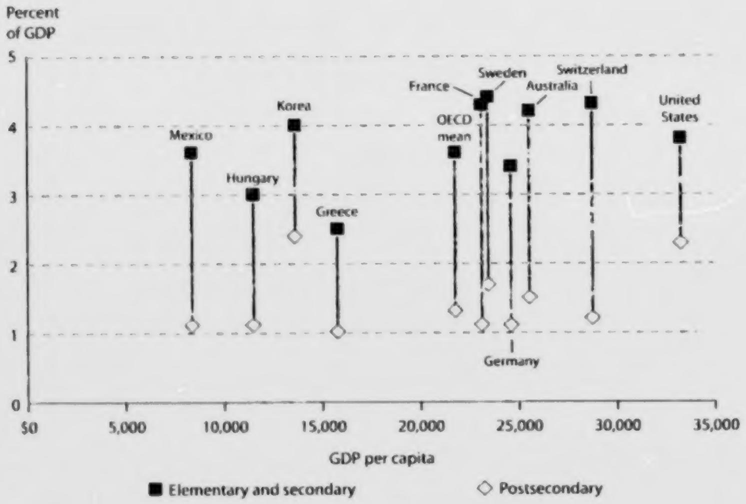
In contrast to the positive relationship observed between OECD countries' wealth and per student expenditures, no significant relationship was detected between wealth and the share of total GDP devoted to education. This pattern was found at both the elementary/secondary and postsecondary levels. This implies that on average, while wealthy countries spend more per student than less wealthy countries, the former do not devote a higher percentage of their GDP to the cost of education than do less wealthy countries, or vice versa.

In 1999, the United States spent 3.8 percent of its GDP on elementary/secondary education, while the average for all OECD countries reporting data was 3.6 percent. The United States spent 2.3 percent of its GDP on postsecondary education. The corresponding OECD average was 1.3 percent.

**EXPENDITURES FOR EDUCATION:** Annual expenditures per student in relation to GDP per capita, by level of education for selected OECD countries: 1999



**EXPENDITURES FOR EDUCATION:** Annual expenditures as a percentage of GDP, by GDP per capita and level of education for selected OECD countries: 1999



NOTE: Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures and current expenditures and capital outlay from both public and private sources where data are available. Purchasing Power Parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2002). *Education at a Glance: OECD Indicators 2002*, tables B1.1, B2.1c, B6.2, and X2.1. Data from OECD Education Database, unpublished data (December 2002).

FOR MORE INFORMATION:
Supplemental Note 7
Supplemental Table 40-1

# *Financing for Elementary and Secondary Education*

## General and Categorical Funding in Elementary and Secondary Education

*Districts with the highest levels of poverty received less local general revenues per student than districts with the lowest levels of poverty in 1999–2000. State general revenues and categorical revenues tend to compensate for these lower amounts.*

Funds for school expenditures come from various local, state, and federal sources. For accounting purposes, these funds are grouped as either "general revenue" (revenues for any educational purpose) or "categorical revenue" (revenues for specific educational purposes, including for compensatory programs where resources to school districts are targeted for the needs of economically and educationally disadvantaged students). This indicator examines the extent to which state general revenues and categorical funds supplement local general funding as the percentage of poor children in the school district increases.

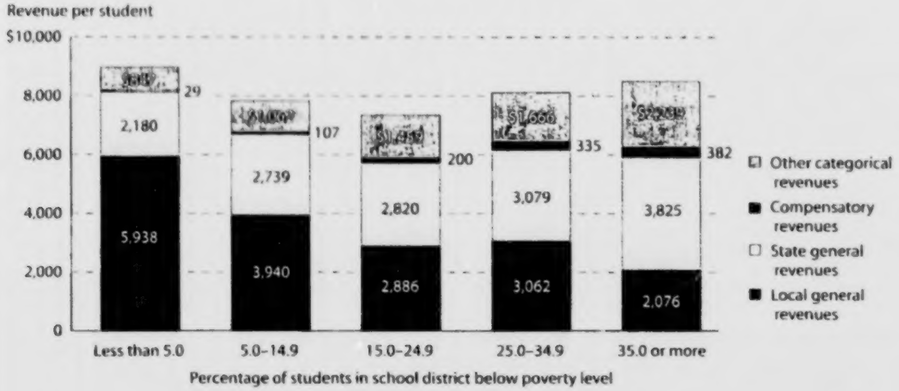
In 1999–2000, 81 percent of total school district funds came from general revenues, and 19 percent came from categorical revenues. Compensatory revenues accounted for 12 percent of categorical funding (see supplemental table 41-1).

Generally, local general revenue per student was lower for school districts with higher levels of poverty. For example, school districts with the lowest level of poverty (less than 5 percent of students) received three times more in local general revenue per student than districts with the highest level of poverty (35 percent or more of students).

In contrast, state general funds per student were generally higher for districts with higher levels of poverty. For example, school districts with the lowest level of poverty received almost two times less in state general revenue per student than districts with the highest level of poverty. Also, categorical funding per student from both noncompensatory and compensatory sources was higher in districts with higher levels of poverty. School districts with the highest level of students in poverty received three times more in categorical revenue per student than districts with the lowest level of students in poverty. About 15 percent of total categorical funding for districts with the highest level of poverty was compensatory.

State general revenues and categorical funds offset much, but not all, of the differential in local general funding across school districts. Total revenue per student in school districts with the lowest level of poverty was 6 percent lower than in districts with the highest level of poverty, while total revenue per student in districts with intermediate levels of poverty was up to 18 percent less.

**REVENUE PER STUDENT: Revenues per student for public school districts according to the percentage of students in the school district below poverty level, by source of revenues: 1999–2000**



NOTE: Only regular school districts are included, while vocational, special education, nonoperating districts, and educational service agencies are excluded.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 1999–2000, U.S. Department of Commerce, Bureau of the Census, "Elementary and Secondary School District Finance Data Files," 1999–2000, and U.S. Department of Education, NCES, "Cost of Educational Inputs Data Set," 1993–94.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 41-1, 41-2

NCES 95–300

NCES 98–210

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# Financing for Postsecondary Education

## Federal Grants and Loans

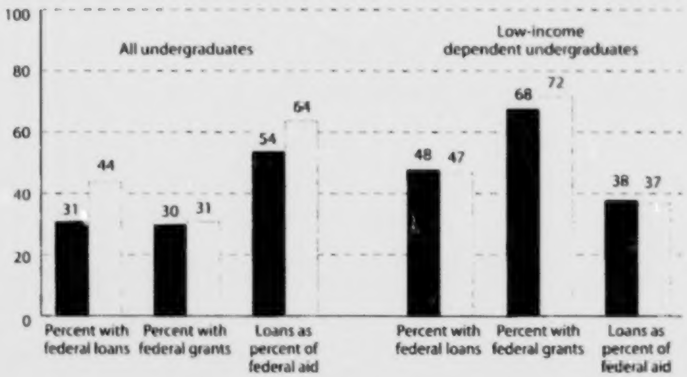
*The percentage of full-time undergraduates with federal loans increased between 1992–93 and 1999–2000, but no change was observed in the percentage with federal grants.*

Grants and loans are the major forms of federal financial support to postsecondary students. Federal grants are typically available only to undergraduates from low-income families, whereas loans are available to all undergraduates and to graduate students as well. Federal loan programs were expanded in 1992 by extending eligibility for subsidized loans to more middle- and high-income students, introducing unsubsidized loans for students regardless of income, and allowing students to borrow larger amounts. Between 1992–93 (the last financial aid year before the changes took effect) and 1999–2000, the annual amounts borrowed by undergraduate and graduate students through federal loan programs grew (in constant 1999 dollars), from about $18 billion to $33 billion, while federal grant aid to undergraduates remained relatively stable at about $8 billion (The College Board 2002).

During this same period, the percentage of undergraduates enrolled full time for the full academic year who had federal student loans increased from 31 to 44 percent, and the average amount they borrowed per year grew (in constant 1999 dollars) from $4,000 to $4,800 (see supplemental table 42-1). About 30 percent of undergraduates received federal grants in both 1992–93 and 1999–2000, but the average amount of these grants grew from $2,400 to $2,500. The average percentage of federal aid received as loans increased from 54 to 64 percent.

The percentage with federal loans increased for full-time dependent undergraduates from middle-income families (from 31 to 47 percent) and high-income families (from 13 to 32 percent), and for full-time independent undergraduates (from 43 to 48 percent). For each of these groups, the average amount borrowed and the average percentage of federal aid received as loans also increased. For their low-income dependent counterparts, the percentage with federal loans was about 48 percent in both years, but the average loan amount increased from $3,500 to $4,300. The percentage receiving grants increased from 68 to 72 percent, and the average grant amount increased from $2,600 to $2,800. In both years, loans represented about 38 percent of federal financial aid and about 27 percent of all financial aid (from any source) received by low-income dependent students (see supplemental tables 42-1 and 42-2).

**FEDERAL AID: Among full-time, full-year undergraduates, percentage of all undergraduates and low-income dependent undergraduates who received federal loans and grants, and the average percentage of federal aid received as loans: 1992–93 and 1999–2000**



NOTE: Federal loans include Perkins, Stafford subsidized and unsubsidized, and Supplemental Loans to Students (SLS); federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total federal aid includes federal work-study aid as well as grants and loans. PLUS loans to parents, veteran's benefits, and tax credits are not included in any of the totals. Income for dependent students is based on parents' annual income in the prior year.

SOURCE: U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:1993 and NPSAS:2000)

FOR MORE INFORMATION:

Supplemental Notes 3, 8, 9, 10

Supplemental Tables 42-1, 42-2

NCES 2000–151

The College Board 2002

# Financing for Postsecondary Education

## Changes in the Net Price of College Attendance

***Although the total price of attending college has increased after adjusting for inflation, the net price (total price minus grants) has not changed for students in the lowest income quartile.***

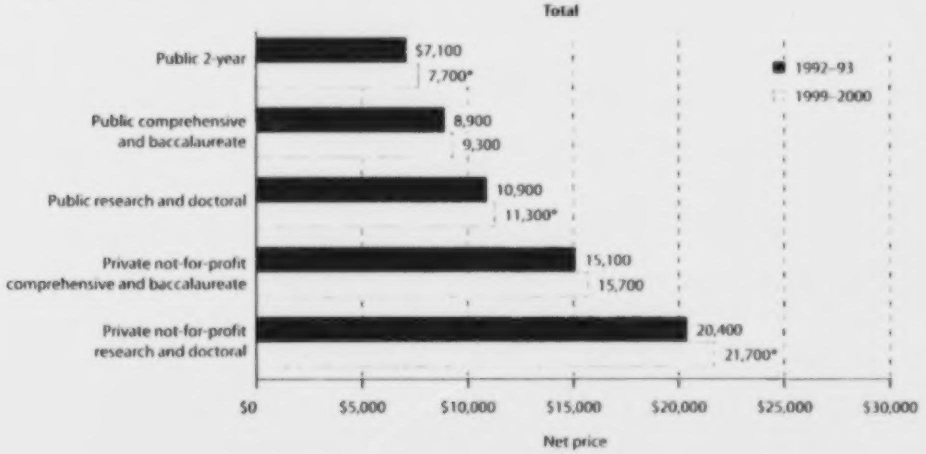
The amounts that colleges and universities charge for tuition and fees and their estimated total price of attending (tuition and fees plus nontuition expenses such as books, supplies, and living expenses) do not represent what the average student actually pays. Many students have their price reduced by grant aid from federal, state, institutional, or private sources. The amount that students pay after subtracting all grants from the total price is the "net price." By taking grants into account, changes in net price represent more accurately changes in the price of attending college than do changes in total price.

Between 1992–93 and 1999–2000, after adjusting for inflation, both average tuition and fees and average total price of attendance increased for full-time, full-year undergraduates at 4-year institutions (both public and private not-for-profit) and at public 2-year institutions (see supplemental table 43-1). During the same period, grant aid increased as well (NCES 2002–174).

The changes in net price during this period show how the increases in price and grant aid affected what students paid. Between 1992–93 and 1999–2000, full-time undergraduates faced an increase in the average net price at research and doctoral institutions (both public and private not-for-profit) and at public 2-year colleges. That is, increases in grant aid did not cover the increases in the price of attending these types of institutions. In contrast, at comprehensive and baccalaureate institutions (either public or private not-for-profit), no changes were observed in the average net price. At these institutions, the increase in grant aid offset the increase in price (see supplemental table 43-1).

Changes in net price were not the same for all students. Students in the lowest income quartile did not experience a significant change in net price at any type of institution. For them, increased grant aid appeared to be sufficient to offset the increases in total price. In contrast, students in the middle income quartiles faced an increase in net price at all types of institutions, as did students in the highest income quartile except for those at private not-for-profit comprehensive and baccalaureate institutions.

**NET PRICE: Among full-time, full-year undergraduates, average net price, in 1999 constant dollars, by type of institution: 1992–93 and 1999–2000**



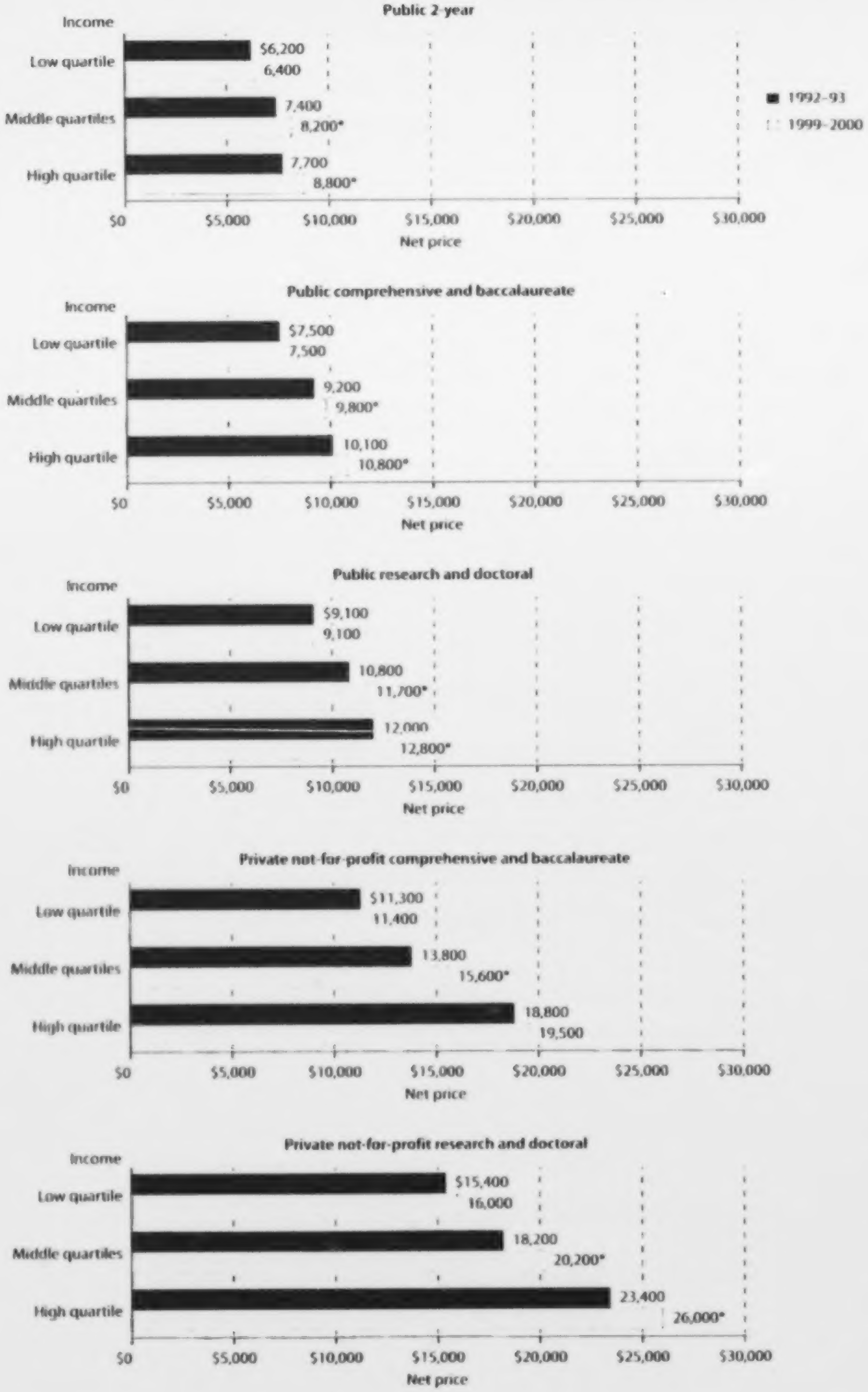
*The 1999–2000 amount is significantly different from the 1992–93 amount (p<.05).

NOTE: The total price of attending is the institutionally determined student budget for tuition and nontuition expenses. Income quartiles are determined using all undergraduates. They are calculated separately for dependent and independent students and then combined into one variable. Parents' income is used for dependent students, and student's own income is used for independent students. See *supplemental note 9* for more detail on price and income quartiles. Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U). Noncitizens who were not eligible for federal financial aid are excluded. Nineteen percent of undergraduates at public 2-year institutions were enrolled full time, full year in 1999–2000, as were 55 percent at public 4-year institutions and 61 percent at private not-for-profit 4-year institutions.

SOURCE: Horn, L., Wei, C.C., and Berker, A. (2002). *What Students Pay for College: Changes in Net Price of College Attendance Between 1992–93 and 1999–2000* (NCES 2002–174), tables 7–9. Data from U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

FOR MORE INFORMATION
Supplemental Notes 3, 8, 9, 10
Supplemental Table 43-1

**NET PRICE: Among full-time, full-year undergraduates, average net price, in 1999 constant dollars, by type of institution and income quartile: 1992–93 and 1999–2000**



Public 2-year

Public comprehensive and baccalaureate

Public research and doctoral

Private not-for-profit comprehensive and baccalaureate

Private not-for-profit research and doctoral

*The 1999–2000 amount is significantly different from the 1992–93 amount (p<.05).

NOTE: The total price of attending is the institutionally determined student budget for tuition and nontuition expenses. Income quartiles are determined using all undergraduates. They are calculated separately for dependent and independent students and then combined into one variable. Parents' income is used for dependent students, and student's own income is used for independent students. See *supplemental note 9* for more detail on price and income quartiles. Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U). Noncitizens who were not eligible for federal financial aid are excluded. Nineteen percent of undergraduates at public 2-year institutions were enrolled full time, full year in 1999–2000, as were 55 percent at public 4-year institutions and 61 percent at private not-for-profit 4-year institutions.

SOURCE: Horn, L., Wei, C.C., and Berker, A. (2002). *What Students Pay for College: Changes in Net Price of College Attendance Between 1992–93 and 1999–2000* (NCES 2002–174), tables 7–9. Data from U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

FOR MORE INFORMATION
Supplemental Notes 3, 8, 9, 10
Supplemental Table 43-1

# Financing for Adult Learning

## Employer Support for Adult Education

*Among employed adults ages 25–64 who participated in adult education in 2001, 87 percent received employer financial support for work-related education.*

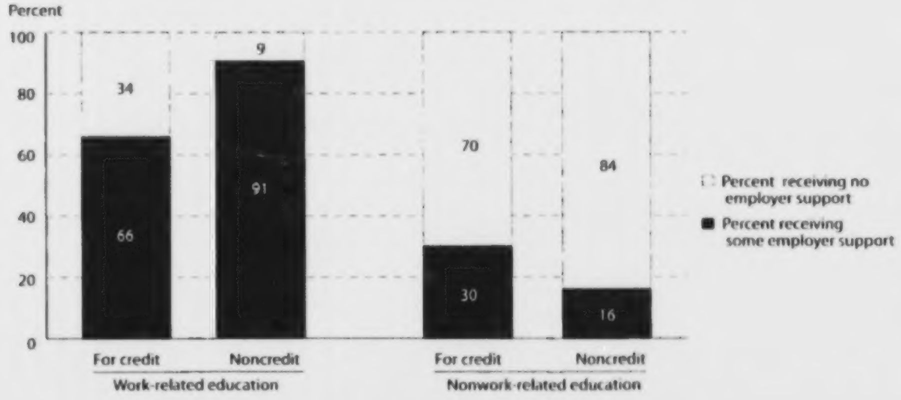
This indicator examines employer financial support for work-related educational activities. Such support includes payment or reimbursement for part or all expenses such as tuition, fees, books, and supplies as well as paid time off to participate in a learning activity.

In 2001, 75 percent of employed adults ages 25–64 who participated in adult education received employer financial support. Sixty-nine percent of participants reported that their employer required their participation (see supplemental table 44-1).

The receipt of financial support varied by the type of learning activity. A higher percentage of employed adults received support for work-related education (87 percent) than for nonwork-related education (18 percent). Also, employer support varied by whether the educational activities were taken for credit. Among employed adults ages 25–64 who took work-related education, 91 percent of those who participated in noncredit activities received employer financial support, while 66 percent of those who took education for credit did so.

Among the employed participants who enrolled in work-related education, 87 percent received employer financial support, 82 percent received employer assistance for tuition, and 74 percent received paid time off from work. The percentage of employed participants who received employer financial support for work-related education varied with certain occupational and demographic characteristics. Adults who had not completed high school were less likely to receive employer financial support than those who had attained higher levels of education. Similarly, adults working for the smallest firms (1–24 employees) were less likely to receive employer support than those employed in larger firms (25–499 or 500 or more employees). While no sex difference was found in reports of employer financial support, adults ages 25–34 were less likely to receive this support than those in all other age groups. A higher percentage of Whites received employer financial support than Hispanics, though no difference was found between Whites and Blacks in the percentages receiving employer financial support (see supplemental table 44-2).

**EMPLOYER SUPPORT: Percentage of employed adults ages 25–64 participating in adult education according to receipt of employer financial support, by type of adult education: 2001**



NOTE: Adult education activities include credit and noncredit coursework, adult basic education, English as a Second Language (ESL) courses, apprenticeship programs, formal courses, work-related courses, and nonwork-related or personal interest/development courses. Informal learning activities are excluded.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental tables 44–1, 44–2

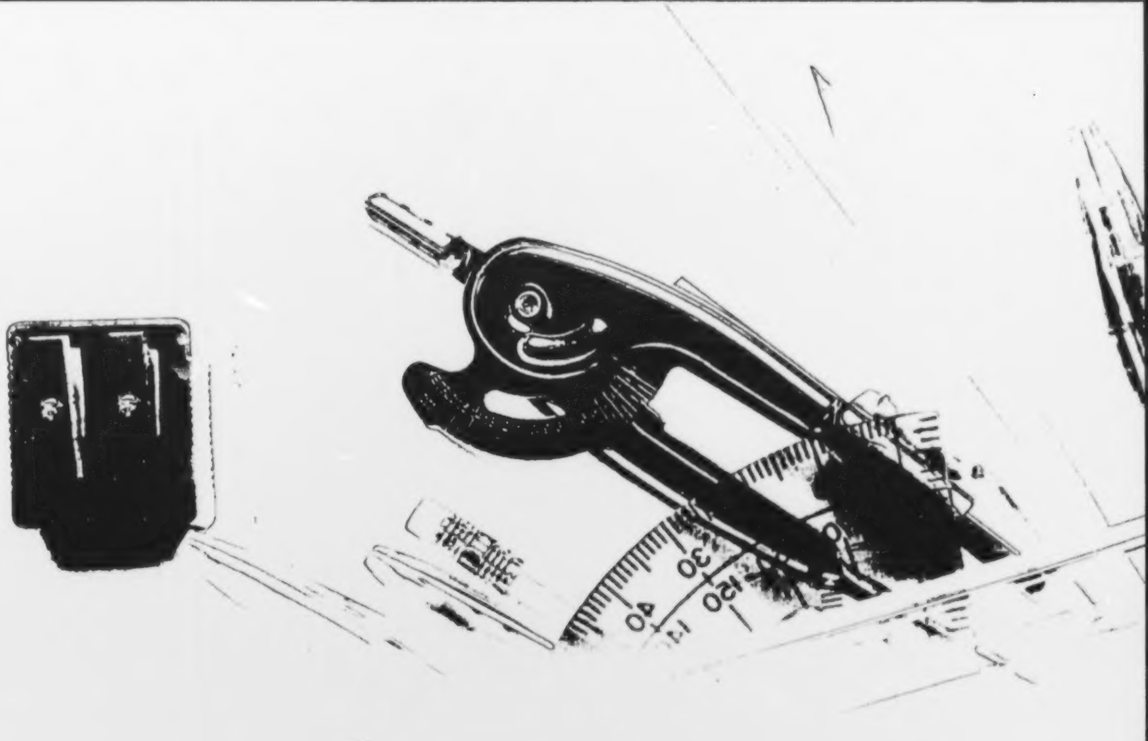
Indicator 8

NCES 1999–181

NCES 2003–049

# Appendix 1

# Supplemental Tables



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# Past and Projected Elementary and Secondary School Enrollments

**Table 1-1.** **Public elementary and secondary school enrollment in grades preK–12 (in thousands), by grade level and region, with projections: Fall 1965–2012**

| Fall of year | Total enrollment | | | Total enrollment preK–12 by region | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grades preK–12 | Grades preK–8 | Grades 9–12 | Northeast | | Midwest | | South | | West | |
| | | | | Total | Percent | Total | Percent | Total | Percent | Total | Percent |
| 1965 | 42,173 | 30,563 | 11,610 | 8,833 | 20.9 | 11,834 | 28.1 | 13,834 | 32.8 | 7,568 | 17.9 |
| 1970 | 45,894 | 32,558 | 13,336 | 9,860 | 21.5 | 12,936 | 28.2 | 14,759 | 32.2 | 8,339 | 18.2 |
| 1975 | 44,819 | 30,515 | 14,304 | 9,679 | 21.6 | 12,295 | 27.4 | 14,654 | 32.7 | 8,191 | 18.3 |
| 1980 | 40,877 | 27,647 | 13,231 | 8,215 | 20.1 | 10,698 | 26.2 | 14,134 | 34.6 | 7,831 | 19.2 |
| 1985 | 39,422 | 27,034 | 12,388 | 7,318 | 18.6 | 9,862 | 25.0 | 14,117 | 35.8 | 8,124 | 20.6 |
| 1986 | 39,753 | 27,420 | 12,333 | 7,294 | 18.3 | 9,871 | 24.8 | 14,312 | 36.0 | 8,276 | 20.8 |
| 1987 | 40,008 | 27,933 | 12,076 | 7,252 | 18.1 | 9,870 | 24.7 | 14,419 | 36.0 | 8,468 | 21.2 |
| 1988 | 40,189 | 28,501 | 11,687 | 7,208 | 17.9 | 9,846 | 24.5 | 14,491 | 36.1 | 8,644 | 21.5 |
| 1989 | 40,543 | 29,152 | 11,390 | 7,200 | 17.8 | 9,849 | 24.3 | 14,605 | 36.0 | 8,889 | 21.9 |
| 1990 | 41,217 | 29,878 | 11,338 | 7,282 | 17.7 | 9,944 | 24.1 | 14,807 | 35.9 | 9,184 | 22.3 |
| 1991 | 42,047 | 30,506 | 11,541 | 7,407 | 17.6 | 10,080 | 24.0 | 15,081 | 35.9 | 9,479 | 22.5 |
| 1992 | 42,823 | 31,088 | 11,735 | 7,526 | 17.6 | 10,198 | 23.8 | 15,357 | 35.9 | 9,742 | 22.7 |
| 1993 | 43,465 | 31,504 | 11,961 | 7,654 | 17.6 | 10,289 | 23.7 | 15,591 | 35.9 | 9,931 | 22.8 |
| 1994 | 44,111 | 31,898 | 12,213 | 7,760 | 17.6 | 10,386 | 23.5 | 15,851 | 35.9 | 10,114 | 22.9 |
| 1995 | 44,840 | 32,341 | 12,500 | 7,894 | 17.6 | 10,512 | 23.4 | 16,118 | 35.9 | 10,316 | 23.0 |
| 1996 | 45,611 | 32,764 | 12,847 | 8,006 | 17.6 | 10,638 | 23.3 | 16,373 | 35.9 | 10,594 | 23.2 |
| 1997 | 46,127 | 33,073 | 13,054 | 8,085 | 17.5 | 10,704 | 23.2 | 16,563 | 35.9 | 10,775 | 23.4 |
| 1998 | 46,539 | 33,346 | 13,193 | 8,145 | 17.5 | 10,722 | 23.0 | 16,713 | 35.9 | 10,959 | 23.5 |
| 1999 | 46,857 | 33,488 | 13,369 | 8,196 | 17.5 | 10,726 | 22.9 | 16,842 | 35.9 | 11,094 | 23.7 |
| 2000 | 47,223 | 33,709 | 13,514 | 8,217 | 17.4 | 10,753 | 22.8 | 17,008 | 36.0 | 11,246 | 23.8 |
| | | | | | Projected | | | | | | |
| 2001 | 47,424 | 33,746 | 13,678 | 8,270 | 17.4 | 10,722 | 22.6 | 17,090 | 36.0 | 11,342 | 23.9 |
| 2002 | 47,613 | 33,756 | 13,857 | 8,291 | 17.4 | 10,712 | 22.5 | 17,166 | 36.1 | 11,444 | 24.0 |
| 2003 | 47,746 | 33,677 | 14,069 | 8,289 | 17.4 | 10,684 | 22.4 | 17,231 | 36.1 | 11,542 | 24.2 |
| 2004 | 47,846 | 33,500 | 14,346 | 8,276 | 17.3 | 10,659 | 22.3 | 17,277 | 36.1 | 11,634 | 24.3 |
| 2005 | 47,912 | 33,315 | 14,597 | 8,244 | 17.2 | 10,636 | 22.2 | 17,310 | 36.1 | 11,721 | 24.5 |
| 2006 | 47,912 | 33,174 | 14,739 | 8,192 | 17.1 | 10,603 | 22.1 | 17,325 | 36.2 | 11,792 | 24.6 |
| 2007 | 47,847 | 33,078 | 14,768 | 8,124 | 17.0 | 10,556 | 22.1 | 17,311 | 36.2 | 11,855 | 24.8 |
| 2008 | 47,719 | 33,069 | 14,649 | 8,046 | 16.9 | 10,491 | 22.0 | 17,284 | 36.2 | 11,898 | 24.9 |
| 2009 | 47,607 | 33,122 | 14,485 | 7,974 | 16.7 | 10,433 | 21.9 | 17,246 | 36.2 | 11,954 | 25.1 |
| 2010 | 47,561 | 33,244 | 14,317 | 7,916 | 16.6 | 10,391 | 21.8 | 17,220 | 36.2 | 12,033 | 25.3 |
| 2011 | 47,586 | 33,389 | 14,197 | 7,870 | 16.5 | 10,363 | 21.8 | 17,221 | 36.2 | 12,132 | 25.5 |
| 2012 | 47,715 | 33,578 | 14,137 | 7,849 | 16.4 | 10,360 | 21.7 | 17,251 | 36.2 | 12,256 | 25.7 |

NOTE: Includes kindergarten and most prekindergarten enrollment. Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information on the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, NCES. (2002). *Projections of Education Statistics to 2012* (NCES 2002–030), tables 1 and 4 and *Digest of Education Statistics 2001* (NCES 2002–130), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–2000 and *Statistics of Public Elementary and Secondary School Systems*, various years.

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# Past and Projected Elementary and Secondary School Enrollments

**Table 1-2. Private elementary and secondary school enrollment (in thousands), by grade level and region: School years 1989–90 through 1999–2000**

| School year | Total | Northeast | Midwest | South | West |
|---|---|---|---|---|---|
| | | | **Grades K–12** | | |
| 1989–90 | 4,714 | 1,310 | 1,340 | 1,240 | 824 |
| 1991–92 | 4,783 | 1,280 | 1,335 | 1,276 | 892 |
| 1993–94 | 4,743 | 1,235 | 1,294 | 1,363 | 851 |
| 1995–96 | 4,920 | 1,245 | 1,329 | 1,416 | 930 |
| 1997–98 | 4,962 | 1,241 | 1,328 | 1,479 | 915 |
| 1999–2000 | 5,074 | 1,255 | 1,332 | 1,553 | 934 |
| | | | **Grades K–8** | | |
| 1989–90 | 3,588 | 947 | 1,052 | 949 | 639 |
| 1991–92 | 3,657 | 935 | 1,059 | 974 | 689 |
| 1993–94 | 3,641 | 907 | 1,021 | 1,048 | 664 |
| 1995–96 | 3,760 | 911 | 1,042 | 1,086 | 721 |
| 1997–98 | 3,781 | 911 | 1,036 | 1,126 | 708 |
| 1999–2000 | 3,849 | 917 | 1,035 | 1,177 | 720 |
| | | | **Grades 9–12** | | |
| 1989–90 | 1,126 | 362 | 288 | 291 | 185 |
| 1991–92 | 1,126 | 346 | 276 | 302 | 203 |
| 1993–94 | 1,102 | 328 | 273 | 315 | 186 |
| 1995–96 | 1,160 | 334 | 286 | 330 | 209 |
| 1997–98 | 1,181 | 330 | 292 | 353 | 206 |
| 1999–2000 | 1,225 | 338 | 297 | 375 | 214 |

NOTE: Numbers may differ from other NCES publications because estimates exclude ungraded students. Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information on the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, NCES. (2002). *The Condition of Education 2002* (NCES 2002–025), table 2-3. Data from U.S. Department of Education, NCES, Private School Universe Survey (PSS), 1989–90 through 1999–2000.

# Family Characteristics of 5- to 17-Year-Olds

**Table 2-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years 1976–2001**

| Selected family characteristics | 1976 | 1979 | 1984 | 1989 | 1992 | 1995 | 1999 | 2001 |
|---|---|---|---|---|---|---|---|---|
| **Total U.S. population** | | | | | | | | |
| Parents' education | | | | | | | | |
| High school completion or higher | — | 75.6 | 81.2 | 85.1 | 86.0 | 87.2 | 87.4 | 88.4 |
| Bachelor's degree or higher | — | 19.0 | 22.2 | 25.8 | 25.7 | 28.2 | 30.0 | 31.3 |
| Family type[1] | | | | | | | | |
| Two-parent household | 83.2 | 74.8 | 71.0 | 71.8 | 70.1 | 68.5 | 67.2 | 68.3 |
| Father-only household | 1.1 | 2.2 | 3.0 | 3.0 | 3.2 | 3.5 | 4.3 | 4.2 |
| Mother-only household | 13.3 | 17.8 | 20.5 | 21.8 | 23.1 | 23.0 | 23.5 | 22.1 |
| Poverty status[2] | | | | | | | | |
| Poor | 16.1 | 14.7 | 19.7 | 18.5 | 20.6 | 20.8 | 18.8 | 16.7 |
| Near-poor | 27.3 | 19.3 | 21.3 | 20.9 | 22.0 | 21.8 | 20.7 | 20.7 |
| Nonpoor | 56.6 | 66.0 | 59.0 | 60.7 | 57.4 | 57.4 | 60.5 | 62.7 |
| Language spoken in the home | | | | | | | | |
| English only | — | 91.5 | — | 87.6 | 85.7 | 85.9 | 83.3 | — |
| Language other than English | — | 8.3 | — | 12.4 | 14.3 | 14.1 | 16.7 | — |
| **Total Black population** | | | | | | | | |
| Parents' education | | | | | | | | |
| High school completion or higher | — | 49.9 | 64.5 | 76.4 | 77.5 | 80.7 | 83.3 | 87.7 |
| Bachelor's degree or higher | — | 4.9 | 9.1 | 12.3 | 12.7 | 12.9 | 15.5 | 16.4 |
| Family type[1] | | | | | | | | |
| Two-parent household | 49.0 | 43.8 | 42.0 | 38.8 | 37.5 | 34.2 | 35.5 | 38.0 |
| Father-only household | 1.4! | 2.4 | 3.8 | 3.3 | 2.9 | 3.8 | 3.8 | 4.6 |
| Mother-only household | 38.5 | 43.7 | 42.9 | 48.3 | 50.5 | 49.7 | 49.7 | 46.2 |
| Poverty status[2] | | | | | | | | |
| Poor | 49.7 | 40.6 | 45.8 | 41.9 | 43.8 | 41.9 | 36.0 | 30.5 |
| Near-poor | 26.4 | 28.4 | 26.4 | 22.7 | 24.1 | 25.5 | 27.9 | 28.1 |
| Nonpoor | 24.0 | 31.1 | 27.9 | 35.4 | 32.1 | 32.5 | 36.0 | 41.3 |
| Language spoken in the home | | | | | | | | |
| English only | — | — | — | — | 95.7 | 97.0 | 95.5 | — |
| Language other than English | — | — | — | — | 4.3 | 3.0 | 4.5 | — |

See notes at end of table.

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# Family Characteristics of 5- to 17-Year-Olds

**Table 2-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years 1976–2001—Continued**

| Selected family characteristics | 1976 | 1979 | 1984 | 1989 | 1992 | 1995 | 1999 | 2001 |
|---|---|---|---|---|---|---|---|---|
| **Total White population** | | | | | | | | |
| Parents' education | | | | | | | | |
| High school completion or higher | — | 82.8 | 87.7 | 92.4 | 93.1 | 94.5 | 94.8 | 95.7 |
| Bachelor's degree or higher | — | 22.3 | 25.6 | 30.7 | 30.6 | 34.5 | 36.8 | 39.0 |
| Family type[1] | | | | | | | | |
| Two-parent household | 86.7 | 80.7 | 77.7 | 79.9 | 78.3 | 77.2 | 75.3 | 76.4 |
| Father-only household | 1.1! | 2.2 | 2.8 | 3.0 | 3.2 | 3.4 | 4.5 | 4.4 |
| Mother-only household | 10.7 | 13.2 | 15.6 | 15.1 | 16.4 | 16.3 | 17.0 | 16.0 |
| Poverty status[2] | | | | | | | | |
| Poor | 11.1 | 8.9 | 12.7 | 10.3 | 12.4 | 12.1 | 10.8 | 9.7 |
| Near-poor | 26.5 | 16.6 | 19.3 | 19.1 | 19.6 | 19.3 | 16.4 | 15.4 |
| Nonpoor | 62.4 | 74.5 | 68.1 | 70.5 | 68.0 | 68.6 | 72.7 | 74.9 |
| Language spoken in the home | | | | | | | | |
| English only | — | — | — | — | 96.2 | 96.4 | 96.1 | — |
| Language other than English | — | — | — | — | 3.8 | 3.6 | 3.9 | — |
| **Total Hispanic population** | | | | | | | | |
| Parents' education | | | | | | | | |
| High school completion or higher | — | 45.0 | 47.6 | 52.2 | 51.8 | 56.5 | 59.2 | 60.6 |
| Bachelor's degree or higher | — | 7.2 | 7.8 | 8.8 | 8.8 | 8.9 | 11.9 | 10.9 |
| Family type[1] | | | | | | | | |
| Two-parent household | 87.2 | 71.6 | 60.4 | 64.9 | 63.5 | 63.0 | 63.4 | 64.6 |
| Father-only household | 0.4! | 2.1! | 3.1! | 2.8 | 3.3 | 4.3 | 3.8 | 3.6 |
| Mother-only household | 10.9 | 17.2 | 28.3 | 28.9 | 28.2 | 26.9 | 26.2 | 23.6 |
| Poverty status[2] | | | | | | | | |
| Poor | 24.0 | 26.9 | 34.9 | 34.5 | 38.3 | 39.8 | 33.6 | 28.2 |
| Near-poor | 35.7 | 31.9 | 33.0 | 29.4 | 33.0 | 30.7 | 31.8 | 33.5 |
| Nonpoor | 40.2 | 41.2 | 32.1 | 36.2 | 28.7 | 29.5 | 34.6 | 38.2 |
| Language spoken in the home | | | | | | | | |
| English only | — | — | — | — | 23.4 | 26.1 | 29.1 | — |
| Language other than English | — | — | — | — | 76.6 | 73.9 | 70.9 | — |

—Not available.

!Interpret data with caution (estimates are unstable).

[1] Detail does not sum to total because a small percentage of respondents were not in the survey universe or had no parents present in the home.

[2] "Near-poor" is defined as 100–199 percent of the poverty level, and "nonpoor" is defined as twice the poverty level or more. See *supplemental note 1* for more information on poverty.

NOTE: Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately. Information on parents' highest level of education is available only for those parents who lived in the same household with their child. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights adjusted. See *supplemental note 2* for more information. Detail may not sum to totals because of rounding.

SOURCE: McArthur, E.K. (1993). *Language Characteristics and Schooling in the United States, A Changing Picture: 1979 and 1989* (NCES 93–699), figure 2, and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March, October, and November Supplements, various years, previously unpublished tabulation (January 2003).

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# Concentration of Poverty by School District Urbanicity

**Table 3-1. Number (in thousands) and percentage of related children ages 5–17 in poverty, by urbanicity and region: 1999**

| | | Urbanicity | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Type of student** | **Total** | **Central city of large MSA** | **Central city of mid-size MSA** | **Urban fringe of large MSA** | **Urban fringe of midsize MSA** | **Large town** | **Small town** | **Rural outside MSA** | **Rural within MSA** |
| | | | | | **Total** | | | | |
| All students | 51,696 | 8,654 | 6,661 | 16,814 | 5,310 | 661 | 4,895 | 4,572 | 4,130 |
| Poor | 8,188 | 2,108 | 1,314 | 1,763 | 711 | 123 | 903 | 838 | 427 |
| Nonpoor | 43,508 | 6,545 | 5,347 | 15,050 | 4,599 | 537 | 3,992 | 3,734 | 3,703 |
| Percent poverty | 15.8 | 24.4 | 19.7 | 10.5 | 13.4 | 18.7 | 18.5 | 18.3 | 10.3 |
| | | | | | **Northeast** | | | | |
| All students | 9,410 | 1,889 | 1,032 | 3,355 | 1,023 | 32 | 497 | 425 | 1,157 |
| Poor | 1,420 | 541 | 263 | 297 | 92 | 5 | 70 | 63 | 89 |
| Nonpoor | 7,990 | 1,348 | 769 | 3,058 | 931 | 27 | 427 | 362 | 1,068 |
| Percent poverty | 15.1 | 28.7 | 25.5 | 8.8 | 9.0 | 16.4 | 14.0 | 14.8 | 7.7 |
| | | | | | **Midwest** | | | | |
| All students | 11,971 | 1,679 | 1,632 | 3,573 | 862 | 207 | 1,468 | 1,441 | 1,108 |
| Poor | 1,471 | 408 | 266 | 237 | 72 | 30 | 185 | 196 | 78 |
| Nonpoor | 10,499 | 1,271 | 1,366 | 3,336 | 790 | 178 | 1,284 | 1,245 | 1,029 |
| Percent poverty | 12.3 | 24.3 | 16.3 | 6.6 | 8.4 | 14.2 | 12.6 | 13.6 | 7.1 |
| | | | | | **South** | | | | |
| All students | 18,236 | 2,496 | 2,199 | 4,989 | 2,614 | 221 | 2,088 | 2,134 | 1,494 |
| Poor | 3,265 | 555 | 466 | 584 | 429 | 51 | 501 | 469 | 211 |
| Nonpoor | 14,971 | 1,941 | 1,734 | 4,406 | 2,185 | 171 | 1,587 | 1,666 | 1,283 |
| Percent poverty | 17.9 | 22.2 | 21.2 | 11.7 | 16.4 | 22.9 | 24.0 | 22.0 | 14.2 |
| | | | | | **West** | | | | |
| All students | 12,080 | 2,590 | 1,798 | 4,896 | 811 | 200 | 842 | 572 | 371 |
| Poor | 2,032 | 604 | 319 | 646 | 117 | 38 | 149 | 111 | 48 |
| Nonpoor | 10,048 | 1,986 | 1,479 | 4,250 | 694 | 162 | 693 | 461 | 323 |
| Percent poverty | 16.8 | 23.3 | 17.7 | 13.2 | 14.4 | 19.0 | 17.7 | 19.4 | 13.0 |

NOTE: MSAs denote metropolitan statistical areas and are geographic areas containing a large population nucleus together with adjacent communities having a high degree of social and economic integration. To define poverty, the Bureau of the Census uses a set of money income thresholds, updated annually, that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. See *supplemental note 1* for further information on poverty and a definition of urbanicity and the states in each region. See *supplemental note 2* for more information on the Current Population Survey and *supplemental note 3* for more information on the Common Core of Data. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2000–01 and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Small Area Income and Poverty estimates, Title I Eligibility Database, 1999, previously unpublished tabulation (December 2002).

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# Language Minority Students

**Table 4-1. Number (in thousands) and percentage of 5- to 24-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years 1979–99**

| | | Total who spoke language other than English at home | | Total who spoke English with difficulty[1] | | |
|---|---|---|---|---|---|---|
| Year | Total population | Number (in thousands) | Percent of total population | Number (in thousands) | Percent of total population | Percent of those who spoke a language other than English at home |
| 1979 | 74,333 | 6,308 | 8.5 | 2,163 | 2.9 | 34.3 |
| 1992 | 71,391 | 10,503 | 14.7 | 3,699 | 5.2 | 35.2 |
| 1995 | 75,647 | 11,427 | 15.1 | 4,216 | 5.6 | 36.9 |
| 1999 | 78,743 | 13,729 | 17.4 | 4,534 | 5.8 | 33.0 |
| | | | Percentage change compared with 1979 | | | |
| 1979 | † | † | † | † | † | † |
| 1992 | -4.0 | 66.5 | 73.4 | 71.0 | 78.1 | 2.7 |
| 1995 | 1.8 | 81.2 | 78.0 | 94.9 | 91.5 | 7.6 |
| 1999 | 5.9 | 117.6 | 105.5 | 109.6 | 97.9 | -3.7 |

†Not applicable.

[1] Respondents were asked if the children in the household spoke a language other than English at home. If they answered "yes," they were asked how well they could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English.

NOTE: For more information on the Current Population Survey, *see supplemental note 2.*

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 1979 and October 1992, 1995, and 1999, previously unpublished tabulation (December 2002).

# Language Minority Students

**Table 4-2. Among 5- to 24-year-olds who spoke a language other than English at home, number (in thousands) who spoke English "very well" and who spoke English with difficulty,[1] and number who spoke English with difficulty within each age group, by language spoken at home and nativity: 1999**

| Language spoken at home and nativity | Total population | Spoke English "very well" | Spoke English with difficulty | Spoke English with difficulty: 5- to 9-year-olds | Spoke English with difficulty: 10- to 17-year-olds | Spoke English with difficulty: 18- to 24-year-olds |
|---|---|---|---|---|---|---|
| Total | 13,729 | 9,195 | 4,534 | 1,408 | 1,222 | 1,904 |
| Language spoken at home | | | | | | |
| Spanish | 9,849 | 6,336 | 3,514 | 1,118 | 896 | 1,500 |
| All Asian languages | 1,724 | 1,311 | 411 | 140 | 143 | 128 |
| All other European | 792 | 573 | 219 | 46 | 59 | 114 |
| All other | 1,364 | 974 | 390 | 103 | 125 | 162 |
| Native-born children[2] | 8,611 | 6,695 | 1,916 | 1,047 | 602 | 266 |
| Native-born children | 5,626 | 4,287 | 1,340 | 812 | 412 | 116 |
| With native-born parents | 1,005 | 856 | 149 | 74 | 59 | 16 |
| With foreign-born parents | 4,621 | 3,431 | 1,191 | 738 | 353 | 100 |
| Year parents came to U.S. | | | | | | |
| 1990–99 | 470 | 310 | 160 | 142 | 18 | # |
| 1980–89 | 1,992 | 1,383 | 609 | 407 | 186 | 16 |
| 1970–79 | 1,573 | 1,241 | 332 | 148 | 128 | 56 |
| Prior to 1970 | 586 | 497 | 89 | 41 | 21 | 28 |
| Foreign-born children | 5,119 | 2,500 | 2,619 | 361 | 620 | 1,638 |
| Year came to U.S. | | | | | | |
| 1995–99 | 1,623 | 422 | 1,201 | 205 | 242 | 754 |
| 1990–94 | 2,054 | 1,038 | 1,015 | 156 | 231 | 628 |
| 1980–89 | 1,326 | 932 | 394 | † | 148 | 246 |
| Prior to 1980 | 115 | 106 | 9 | † | † | 9 |

†Not applicable.

#Rounds to zero.

[1] Respondents were asked if the children in the household spoke a language other than English at home. If they answered "yes," they were asked how well they could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English.

[2] This category includes the 34.7 percent of native-born 5- to 24-year-olds for whom data on their parents were missing. Youths aged 18–24 whose parents entered the United States in 1990 or later may reflect parents who were illegally in the country when the youth was born and later received legal residence.

NOTE: Detail may not sum to totals because of rounding. For more information on the Current Population Survey, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1999, previously unpublished tabulation (December 2002).

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# Language Minority Students

**Table 4-3. Among 5- to 24-year-olds who spoke a language other than English at home, percentage distribution who spoke English "very well" and who spoke English with difficulty,[1] and percentage distribution who spoke English with difficulty within each age group, by language spoken at home and nativity: 1999**

| Language spoken at home and nativity | Total population | Spoke English "very well" | Spoke English with difficulty | Spoke English with difficulty | | |
|---|---|---|---|---|---|---|
| | | | | 5- to 9-year-olds | 10- to 17-year-olds | 18- to 24-year-olds |
| Total | 100.0 | 67.0 | 33.0 | 39.9 | 23.1 | 38.7 |
| Language spoken at home | | | | | | |
| Spanish | 100.0 | 64.3 | 35.6 | 43.0 | 24.0 | 42.7 |
| All Asian languages | 100.0 | 76.1 | 23.8 | 29.0 | 20.6 | 23.4 |
| All other European | 100.0 | 72.4 | 27.6 | 35.4 | 19.5 | 31.8 |
| All other | 100.0 | 71.3 | 28.7 | 32.6 | 22.8 | 32.5 |
| Native-born children[2] | 100.0 | 77.8 | 28.6 | 36.2 | 16.6 | 12.8 |
| Native-born children | 100.0 | 76.2 | 31.3 | 28.0 | 11.3 | 5.6 |
| With native-born parents | 100.0 | 85.1 | 14.9 | 28.7 | 11.1 | 7.6 |
| With foreign-born parents | 100.0 | 74.2 | 25.8 | 37.6 | 17.4 | 15.7 |
| Year parents came to U.S. | | | | | | |
| 1990–99 | 100.0 | 65.9 | 34.1 | 45.6 | 13.0 | # |
| 1980–89 | 100.0 | 69.4 | 30.6 | 38.2 | 21.6 | 23.9 |
| 1970–79 | 100.0 | 78.9 | 21.1 | 31.7 | 16.2 | 17.6 |
| Prior to 1970 | 100.0 | 84.8 | 15.2 | 35.0 | 8.8 | 12.0 |
| Foreign-born children | 100.0 | 48.8 | 51.2 | 57.0 | 37.4 | 57.9 |
| Year came to U.S. | | | | | | |
| 1995–99 | 100.0 | 26.0 | 74.0 | 70.9 | 62.7 | 79.5 |
| 1990–94 | 100.0 | 50.5 | 49.4 | 45.3 | 33.6 | 61.4 |
| 1980–89 | 100.0 | 70.3 | 29.7 | † | 25.3 | 33.2 |
| Prior to 1980 | 100.0 | 92.2 | 7.8 | † | † | 7.8 |

‡Not applicable.

#Rounds to zero.

[1] Respondents were asked if the children in the household spoke a language other than English at home. If they answered "yes," they were asked how well they could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English.

[2] This category includes the 34.7 percent of native born 5- to 24-year-olds for whom data on their parents were missing. Youths aged 18–24 whose parents entered the United States in 1990 or later may reflect parents who were illegally in the country when the youth was born and later received legal residence.

NOTE: Detail may not sum to totals because of rounding. For more information on the Current Population Survey, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1999, previously unpublished tabulation (December 2002).

# Past and Projected Undergraduate Enrollments

**Table 5-1.** **Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, attendance status and type of institution, with projections: Fall 1970–2012**

| | | Sex | | Attendance status | | Type of institution | |
|---|---|---|---|---|---|---|---|
| Year | Total | Male | Female | Full-time | Part-time | 4-year | 2-year |
| 1970 | 7,376 | 4,254 | 3,122 | 5,280 | 2,096 | 5,057 | 2,319 |
| 1971 | 7,743 | 4,418 | 3,325 | 5,512 | 2,231 | 5,164 | 2,579 |
| 1972 | 7,941 | 4,429 | 3,512 | 5,488 | 2,453 | 5,185 | 2,756 |
| 1973 | 8,261 | 4,538 | 3,723 | 5,580 | 2,681 | 5,249 | 3,012 |
| 1974 | 8,798 | 4,765 | 4,033 | 5,726 | 3,072 | 5,394 | 3,404 |
| 1975 | 9,679 | 5,257 | 4,422 | 6,169 | 3,510 | 5,709 | 3,970 |
| 1976 | 9,429 | 4,902 | 4,527 | 6,030 | 3,399 | 5,546 | 3,883 |
| 1977 | 9,717 | 4,897 | 4,820 | 6,094 | 3,623 | 5,674 | 4,043 |
| 1978 | 9,691 | 4,766 | 4,925 | 5,967 | 3,724 | 5,663 | 4,028 |
| 1979 | 9,998 | 4,821 | 5,178 | 6,080 | 3,919 | 5,781 | 4,217 |
| 1980 | 10,475 | 5,000 | 5,475 | 6,362 | 4,113 | 5,949 | 4,526 |
| 1981 | 10,755 | 5,109 | 5,646 | 6,449 | 4,306 | 6,039 | 4,716 |
| 1982 | 10,825 | 5,170 | 5,655 | 6,484 | 4,341 | 6,053 | 4,772 |
| 1983 | 10,846 | 5,158 | 5,688 | 6,514 | 4,332 | 6,123 | 4,723 |
| 1984 | 10,618 | 5,007 | 5,611 | 6,348 | 4,270 | 6,087 | 4,531 |
| 1985 | 10,597 | 4,962 | 5,635 | 6,320 | 4,277 | 6,066 | 4,531 |
| 1986 | 10,798 | 5,018 | 5,780 | 6,352 | 4,446 | 6,118 | 4,680 |
| 1987 | 11,046 | 5,068 | 5,978 | 6,463 | 4,584 | 6,270 | 4,776 |
| 1988 | 11,317 | 5,138 | 6,179 | 6,642 | 4,674 | 6,442 | 4,875 |
| 1989 | 11,743 | 5,311 | 6,432 | 6,841 | 4,902 | 6,592 | 5,151 |
| 1990 | 11,959 | 5,380 | 6,579 | 6,976 | 4,983 | 6,719 | 5,240 |
| 1991 | 12,439 | 5,571 | 6,868 | 7,221 | 5,218 | 6,787 | 5,652 |
| 1992 | 12,538 | 5,583 | 6,955 | 7,244 | 5,293 | 6,815 | 5,723 |
| 1993 | 12,324 | 5,484 | 6,840 | 7,179 | 5,144 | 6,758 | 5,566 |
| 1994 | 12,263 | 5,422 | 6,840 | 7,169 | 5,094 | 6,734 | 5,529 |
| 1995 | 12,232 | 5,401 | 6,831 | 7,145 | 5,086 | 6,739 | 5,493 |
| 1996 | 12,327 | 5,421 | 6,906 | 7,299 | 5,028 | 6,764 | 5,563 |
| 1997 | 12,451 | 5,469 | 6,982 | 7,419 | 5,032 | 6,845 | 5,606 |
| 1998 | 12,437 | 5,446 | 6,991 | 7,539 | 4,898 | 6,948 | 5,489 |
| 1999 | 12,681 | 5,559 | 7,122 | 7,735 | 4,946 | 7,089 | 5,592 |
| 2000 | 13,155 | 5,778 | 7,377 | 7,923 | 5,232 | 7,207 | 5,948 |
| | | | Projected[1] | | | | |
| 2001 | 13,278 | 5,818 | 7,459 | 8,060 | 5,217 | 7,362 | 5,916 |
| 2002 | 13,432 | 5,864 | 7,567 | 8,201 | 5,230 | 7,470 | 5,962 |
| 2003 | 13,566 | 5,910 | 7,657 | 8,281 | 5,286 | 7,547 | 6,019 |
| 2004 | 13,736 | 5,965 | 7,772 | 8,398 | 5,339 | 7,646 | 6,090 |
| 2005 | 13,901 | 6,024 | 7,877 | 8,520 | 5,381 | 7,749 | 6,152 |
| 2006 | 14,072 | 6,088 | 7,984 | 8,657 | 5,415 | 7,860 | 6,212 |
| 2007 | 14,238 | 6,154 | 8,084 | 8,789 | 5,449 | 7,965 | 6,273 |
| 2008 | 14,457 | 6,241 | 8,217 | 8,965 | 5,493 | 8,102 | 6,355 |
| 2009 | 14,681 | 6,328 | 8,352 | 9,139 | 5,541 | 8,245 | 6,436 |
| 2010 | 14,868 | 6,394 | 8,474 | 9,273 | 5,595 | 8,367 | 6,501 |
| 2011 | 15,063 | 6,460 | 8,602 | 9,407 | 5,655 | 8,493 | 6,570 |
| 2012 | 15,263 | 6,523 | 8,740 | 9,539 | 5,724 | 8,617 | 6,646 |

[1] Projections based on reported data through 2000 and middle alternative assumptions concerning the economy. For more information on projections, see NCES 2002–030.

NOTE: Detail may not sum to totals because of rounding. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2002–130, pp. 509–510. For more information on the Integrated Postsecondary Education Data System, see *supplemental note 3*. For the classification of postsecondary institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–130), table 188, and *Projections of Education Statistics to 2012* (NCES 2002–030), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–00).

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# Foreign-Born Students in Postsecondary Institutions

**Table 6-1. Percentage of undergraduate and graduate/first-professional students in the United States who were foreign-born or first-generation students, by selected student characteristics and number of nontraditional traits: 1999–2000**

| Student characteristic | Undergraduate | | | | | Graduate/first-professional |
|---|---|---|---|---|---|---|
| | Percent of the student population | Nontraditional traits | | | | Percent of the student population |
| | | None | Minimimal | Moderate | High | |
| **Total** | **100.0** | **27.4** | **16.6** | **28.3** | **27.7** | **100.0** |
| **Foreign-born** | **11.3** | **18.5** | **17.1** | **32.9** | **31.5** | **17.1** |
| Citizen status | | | | | | |
| U.S. citizens | 4.3 | 16.4 | 11.1 | 34.6 | 38.0 | 5.2 |
| Non U.S. citizens | 7.0 | 19.8 | 20.7 | 31.8 | 27.6 | 11.9 |
| Permanent residents/resident aliens | 5.1 | 17.7 | 15.8 | 32.7 | 33.8 | 2.9 |
| Foreign students with a visa | 2.0 | 25.4 | 33.5 | 29.4 | 11.7 | 8.9 |
| Year immigrated[1] | | | | | | |
| Last 5 years | 2.4 | 18.5 | 32.4 | 31.5 | 17.7 | 6.5 |
| 6–10 years ago | 2.3 | 19.4 | 14.7 | 35.7 | 30.2 | 3.4 |
| More than 10 years ago | 6.0 | 18.3 | 11.7 | 32.2 | 37.8 | 6.2 |
| Region[1] | | | | | | |
| Europe | 0.5 | 23.2 | 14.2 | 31.8 | 30.8 | 1.1 |
| North, Central, or South America | 1.6 | 16.5 | 12.8 | 30.0 | 40.7 | 1.5 |
| Asia | 2.7 | 27.7 | 22.8 | 30.7 | 18.9 | 7.8 |
| Not specified[2] | 6.5 | 14.8 | 16.0 | 34.6 | 34.7 | 6.6 |
| **U.S.-born with foreign-born parents** | **11.5** | **31.3** | **19.4** | **28.5** | **20.7** | **10.8** |
| Year parents immigrated[1] | | | | | | |
| 1975 to 2001 | 1.8 | 48.2 | 27.2 | 18.2 | ‡ | ‡ |
| 1965 to 1974 | 2.9 | 38.4 | 16.7 | 29.1 | 15.8 | 2.9 |
| Before 1965 | 3.3 | 21.4 | 13.1 | 36.6 | 28.9 | 5.2 |
| Parents' region[1] | | | | | | |
| Europe | 1.3 | 29.5 | 16.9 | 33.7 | 19.9 | 1.7 |
| North, Central, or South America | 3.8 | 20.1 | 17.9 | 33.4 | 28.6 | 1.8 |
| Asia | 1.4 | 48.8 | 20.6 | 20.5 | ‡ | 1.7 |
| Not specified[2] | 4.9 | 35.7 | 20.7 | 25.8 | 17.9 | 5.5 |

‡Reporting standards not met (too few cases).

[1] Totals do not add up to the total percentage of foreign-born students or the total percentage of U.S.-born students with foreign-born parents, respectively, because some respondents did not respond or did not know the answer.

[2] Respondents were given a list of 24 countries. If the country from which they or their parents emigrated was not on the list they responded "other." The respondent could have been from any region of the world.

NOTE: Foreign-born includes those born outside the U.S. and outlying areas whose parents were not U.S. citizens at the time. Nontraditional traits include delaying enrollment, attending part time, working full time while enrolled, is considered financially independent, has dependents other than a spouse, is a single parent, or does not have a high school diploma. Students who are minimally nontraditional have only one nontraditional characteristic, those who are moderately nontraditional have two or three characteristics, and those who are highly nontraditional have four or more characteristics. For more information on the National Postsecondary Student Aid Study, see *supplemental note 3*. For the classification of postsecondary institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), previously unpublished tabulation (January 2003).

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# Trends in Graduate/First-Professional Enrollments

**Table 7-1.** **Total graduate and first-professional enrollment (in thousands) in degree-granting institutions, by sex and attendance status of student, with projections: 1970–2012**

| Year | Total enrollment | Graduate | | | | | First-professional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | Male | Female | Full-time | Part-time | Total | Male | Female | Full-time | Part-time |
| 1970 | 1,204 | 1,031 | 630 | 400 | 379 | 651 | 173 | 159 | 15 | 157 | 16 |
| 1971 | 1,205 | 1,012 | 615 | 394 | 388 | 621 | 193 | 174 | 19 | 176 | 16 |
| 1972 | 1,273 | 1,066 | 626 | 439 | 394 | 671 | 207 | 183 | 23 | 190 | 17 |
| 1973 | 1,342 | 1,123 | 648 | 477 | 410 | 715 | 219 | 186 | 33 | 202 | 17 |
| 1974 | 1,425 | 1,190 | 663 | 526 | 427 | 762 | 235 | 194 | 41 | 216 | 19 |
| 1975 | 1,505 | 1,263 | 700 | 563 | 453 | 810 | 242 | 192 | 50 | 220 | 22 |
| 1976 | 1,577 | 1,333 | 714 | 619 | 463 | 870 | 244 | 190 | 54 | 220 | 24 |
| 1977 | 1,570 | 1,319 | 700 | 617 | 473 | 845 | 251 | 191 | 60 | 226 | 25 |
| 1978 | 1,569 | 1,312 | 682 | 630 | 468 | 844 | 257 | 192 | 65 | 233 | 24 |
| 1979 | 1,572 | 1,309 | 669 | 640 | 476 | 833 | 263 | 193 | 70 | 239 | 24 |
| 1980 | 1,620 | 1,343 | 675 | 670 | 485 | 860 | 278 | 199 | 78 | 251 | 26 |
| 1981 | 1,617 | 1,343 | 674 | 669 | 484 | 859 | 275 | 193 | 82 | 248 | 26 |
| 1982 | 1,601 | 1,322 | 670 | 653 | 485 | 838 | 278 | 191 | 87 | 252 | 26 |
| 1983 | 1,619 | 1,340 | 677 | 663 | 497 | 843 | 279 | 188 | 90 | 250 | 29 |
| 1984 | 1,624 | 1,345 | 672 | 673 | 501 | 844 | 279 | 185 | 94 | 250 | 29 |
| 1985 | 1,650 | 1,376 | 677 | 700 | 509 | 867 | 274 | 180 | 94 | 247 | 28 |
| 1986 | 1,706 | 1,435 | 693 | 742 | 522 | 913 | 270 | 174 | 97 | 246 | 25 |
| 1987 | 1,720 | 1,452 | 693 | 759 | 527 | 925 | 268 | 170 | 98 | 242 | 27 |
| 1988 | 1,739 | 1,472 | 697 | 774 | 553 | 919 | 267 | 167 | 100 | 241 | 26 |
| 1989 | 1,796 | 1,522 | 710 | 811 | 572 | 949 | 274 | 169 | 106 | 248 | 27 |
| 1990 | 1,860 | 1,586 | 737 | 849 | 599 | 987 | 273 | 167 | 107 | 246 | 28 |
| 1991 | 1,920 | 1,639 | 761 | 878 | 642 | 997 | 281 | 170 | 111 | 252 | 29 |
| 1992 | 1,950 | 1,669 | 772 | 896 | 666 | 1,003 | 281 | 169 | 112 | 252 | 29 |
| 1993 | 1,981 | 1,688 | 771 | 917 | 688 | 1,000 | 292 | 173 | 120 | 260 | 33 |
| 1994 | 2,016 | 1,721 | 776 | 946 | 706 | 1,016 | 295 | 174 | 121 | 263 | 31 |
| 1995 | 2,030 | 1,732 | 768 | 965 | 717 | 1,015 | 298 | 174 | 124 | 266 | 31 |
| 1996 | 2,041 | 1,742 | 759 | 983 | 737 | 1,005 | 298 | 173 | 126 | 267 | 31 |
| 1997 | 2,052 | 1,753 | 758 | 996 | 752 | 1,001 | 298 | 170 | 129 | 267 | 31 |
| 1998 | 2,070 | 1,768 | 754 | 1,013 | 754 | 1,014 | 302 | 169 | 134 | 271 | 31 |
| 1999 | 2,110 | 1,807 | 766 | 1,041 | 781 | 1,026 | 303 | 165 | 138 | 271 | 33 |
| 2000 | 2,157 | 1,850 | 780 | 1,071 | 813 | 1,037 | 307 | 164 | 143 | 274 | 33 |
| **Projected**[1] | | | | | | | | | | | |
| 2001 | 2,164 | 1,852 | 782 | 1,070 | 801 | 1,051 | 312 | 172 | 140 | 279 | 33 |
| 2002 | 2,177 | 1,865 | 782 | 1,082 | 801 | 1,063 | 312 | 170 | 142 | 278 | 34 |
| 2003 | 2,190 | 1,878 | 782 | 1,095 | 799 | 1,078 | 312 | 169 | 143 | 278 | 34 |
| 2004 | 2,211 | 1,897 | 786 | 1,112 | 805 | 1,093 | 314 | 169 | 145 | 280 | 34 |
| 2005 | 2,234 | 1,917 | 790 | 1,126 | 813 | 1,103 | 317 | 170 | 147 | 283 | 34 |
| 2006 | 2,249 | 1,930 | 793 | 1,136 | 819 | 1,110 | 319 | 171 | 148 | 285 | 34 |
| 2007 | 2,265 | 1,943 | 797 | 1,146 | 827 | 1,116 | 322 | 172 | 149 | 287 | 34 |
| 2008 | 2,281 | 1,956 | 801 | 1,154 | 835 | 1,120 | 325 | 173 | 151 | 290 | 34 |
| 2009 | 2,297 | 1,969 | 805 | 1,164 | 844 | 1,125 | 328 | 174 | 153 | 292 | 35 |
| 2010 | 2,317 | 1,986 | 811 | 1,176 | 853 | 1,134 | 331 | 176 | 155 | 295 | 36 |
| 2011 | 2,355 | 2,018 | 821 | 1,197 | 871 | 1,147 | 337 | 179 | 159 | 302 | 36 |
| 2012 | 2,410 | 2,063 | 836 | 1,226 | 898 | 1,164 | 347 | 183 | 164 | 311 | 36 |

[1] Projections based on reported data through 2000 and middle alternative assumptions concerning the economy. For more information on projections, see NCES 2002–030.

NOTE: Detail may not sum to totals because of rounding. Data include unclassified graduate students. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2002–130, pp. 509–510. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System. See *supplemental note 8* for information on the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 189 and 190, and *Projections of Education Statistics to 2012* (NCES 2002–030), tables 20 and 21. Data from U.S. Department of Education, NCES, 1970–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–00).

# Trends in Graduate/First-Professional Enrollments

**Table 7-2. Total graduate and first-professional enrollment (in thousands) and percentage distribution of students in degree-granting institutions, by enrollment status and race/ethnicity: 1976–2000**

| Enrollment status and race/ethnicity | 1976 | 1980 | 1990 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|---|---|---|---|---|---|---|---|---|---|
| Enrollment | | | | | | | | | |
| Graduate | | | | | | | | | |
| **Total** | **1,323** | **1,341** | **1,586** | **1,732** | **1,742** | **1,753** | **1,768** | **1,807** | **1,850** |
| White | 1,116 | 1,105 | 1,228 | 1,282 | 1,273 | 1,262 | 1,254 | 1,256 | 1,259 |
| Total minority | 134 | 144 | 190 | 271 | 286 | 302 | 318 | 340 | 359 |
| American Indian | 5 | 5 | 6 | 8 | 9 | 9 | 10 | 10 | 10 |
| Asian/Pacific Islander | 25 | 32 | 53 | 76 | 79 | 83 | 87 | 91 | 96 |
| Black | 78 | 75 | 84 | 119 | 125 | 132 | 139 | 149 | 158 |
| Hispanic | 26 | 32 | 47 | 68 | 73 | 79 | 83 | 90 | 95 |
| Nonresident alien | 72 | 92 | 167 | 179 | 183 | 189 | 195 | 211 | 232 |
| First professional | | | | | | | | | |
| **Total** | **244** | **277** | **273** | **298** | **298** | **298** | **302** | **303** | **307** |
| White | 220 | 248 | 221 | 223 | 222 | 220 | 221 | 220 | 220 |
| Total minority | 21 | 26 | 47 | 67 | 69 | 70 | 74 | 76 | 78 |
| American Indian | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| Asian/Pacific Islander | 4 | 6 | 19 | 30 | 31 | 33 | 35 | 36 | 37 |
| Black | 11 | 13 | 16 | 21 | 21 | 21 | 22 | 23 | 24 |
| Hispanic | 5 | 7 | 11 | 14 | 14 | 14 | 14 | 15 | 15 |
| Nonresident alien | 3 | 3 | 5 | 7 | 8 | 7 | 7 | 8 | 8 |
| Percentage distribution | | | | | | | | | |
| Graduate | | | | | | | | | |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| White | 84.4 | 82.4 | 77.4 | 74.0 | 73.0 | 72.0 | 71.0 | 69.5 | 68.0 |
| Total minority | 10.2 | 10.7 | 12.0 | 15.6 | 16.4 | 17.2 | 18.0 | 18.8 | 19.4 |
| American Indian | 0.4 | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | 0.6 | 0.6 | 0.6 |
| Asian/Pacific Islander | 1.9 | 2.4 | 3.4 | 4.4 | 4.5 | 4.7 | 4.9 | 5.0 | 5.2 |
| Black | 5.9 | 5.6 | 5.3 | 6.8 | 7.2 | 7.5 | 7.8 | 8.2 | 8.5 |
| Hispanic | 2.0 | 2.4 | 3.0 | 3.9 | 4.2 | 4.5 | 4.7 | 5.0 | 5.2 |
| Nonresident alien | 5.5 | 6.9 | 10.5 | 10.4 | 10.5 | 10.8 | 11.0 | 11.7 | 12.6 |
| First professional | | | | | | | | | |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| White | 90.1 | 89.5 | 81.0 | 75.0 | 74.3 | 73.9 | 73.0 | 72.5 | 71.8 |
| Total minority | 8.6 | 9.5 | 17.0 | 22.5 | 23.1 | 23.6 | 24.5 | 24.9 | 25.5 |
| American Indian | 0.5 | 0.3 | 0.4 | 0.7 | 0.7 | 0.8 | 0.7 | 0.7 | 0.8 |
| Asian/Pacific Islander | 1.7 | 2.2 | 6.8 | 9.9 | 10.5 | 11.0 | 11.6 | 12.0 | 12.0 |
| Black | 4.6 | 4.6 | 5.8 | 7.2 | 7.2 | 7.2 | 7.4 | 7.4 | 7.7 |
| Hispanic | 1.9 | 2.4 | 3.9 | 4.6 | 4.7 | 4.6 | 4.7 | 4.9 | 5.0 |
| Nonresident alien | 1.3 | 1.0 | 2.0 | 2.5 | 2.6 | 2.5 | 2.4 | 2.5 | 2.7 |

NOTE: Data include unclassified graduate students. Numbers may differ from other NCES publications because of alternative methods of handling those whose race is unknown. Detail may not sum to totals because of rounding. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001–130, pp. 509–510. American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. See *supplemental note 1* for more information. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System. See *supplemental note 8* for information on the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–XXX), table 208. Data from U.S. Department of Education, NCES, 1976–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–00).

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# Participation in Adult Education

**Table 8-1.** **Percentage of population age 16 and above participating in adult education activities, by type of activity: 1991, 1995, 1999, and 2001**

| Type of activity | 1991 | 1995 | 1999 | 2001 |
|---|---|---|---|---|
| | | | **Age 16 and above** | |
| Overall participation[1] | 34.2 | 41.8 | 45.9 | 47.4 |
| College or university credential programs[1] | — | 8.9 | 11.7 | 7.3 |
| Work-related courses | — | 21.6 | 22.7 | 29.7 |
| Personal interest courses | — | 19.1 | 21.2 | 21.3 |
| Other activities[2] | — | 2.9 | 4.4 | 3.8 |
| | | | **Ages 16–24** | |
| Overall participation[1] | 37.7 | 47.0 | 50.7 | 53.2 |
| College or university credential programs[1] | — | 12.6 | 13.6 | 12.7 |
| Work-related courses | — | 16.7 | 14.8 | 22.3 |
| Personal interest courses | — | 19.8 | 23.0 | 27.6 |
| Other activities[2] | — | 8.7 | 13.9 | 13.0 |
| | | | **Age 25 and above** | |
| Overall participation | 33.7 | 41.1 | 45.3 | 46.6 |
| College or university credential programs | — | 8.4 | 11.4 | 6.5 |
| Work-related courses | — | 22.3 | 23.8 | 30.7 |
| Personal interest courses | — | 19.1 | 20.9 | 20.5 |
| Other activities[2] | — | 2.1 | 3.1 | 2.6 |

—Data not available for 1991.

[1] Among those ages 16–24, full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult education activity.

[2] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 and above who are not enrolled in elementary or secondary school. See the glossary for a definition of adult education. Percentages for individual activities do not sum to the overall participation because individuals may participate in multiple activities. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, and 2001 NHES questionnaires that could affect the measurement of course participation.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), and Adult Education Survey of the National Household Education Surveys Program (AE–NHES:1991, 1995, and 1999), previously unpublished tabulation (January 2003).

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# Participation in Adult Education

**Table 8-2.** **Percentage of population age 16 and above participating in adult education activities, by type of activity and personal characteristics: 2001**

| | | Type of adult education activity | | | |
|---|---|---|---|---|---|
| **Characteristic** | **Overall participation[1]** | **College or university credential programs[1]** | **Work-related courses** | **Personal interest courses** | **Other activities[2]** |
| **Total** | **47.4** | **7.3** | **29.7** | **21.3** | **3.8** |
| Sex | | | | | |
| Male | 44.0 | 7.0 | 29.0 | 16.3 | 4.5 |
| Female | 50.5 | 7.5 | 30.4 | 25.9 | 3.3 |
| Race/ethnicity[3] | | | | | |
| Asian/Pacific Islander | 52.3 | ‡ | 34.3 | 18.2 | ‡ |
| Black | 43.9 | 7.5 | 23.4 | 25.7 | 4.5 |
| White | 48.3 | 7.0 | 31.7 | 21.6 | 2.4 |
| Hispanic | 42.9 | 7.1 | 21.6 | 16.3 | 12.2 |
| Education | | | | | |
| Less than high school | 22.2 | 0.6 | 5.7 | 10.7 | 10.4 |
| High school diploma or equivalent | 34.2 | 4.0 | 19.6 | 15.4 | 2.7 |
| Some college, including vocational/technical | 58.8 | 11.7 | 36.5 | 26.2 | 3.8 |
| Bachelor's degree or higher | 68.1 | 10.9 | 50.6 | 30.4 | 1.4 |
| Age | | | | | |
| 16–24 | 53.2 | 12.7 | 22.3 | 27.6 | 13.0 |
| 25–34 | 56.4 | 15.5 | 35.1 | 20.7 | 6.0 |
| 35–44 | 54.6 | 7.1 | 40.9 | 19.8 | 3.2 |
| 45–54 | 54.0 | 4.8 | 41.4 | 22.5 | 1.8 |
| 55–64 | 37.9 | ‡ | 23.1 | 20.5 | ‡ |
| 65 and above | 21.4 | ‡ | 4.2 | 18.6 | ‡ |
| Household income | | | | | |
| $15,000 or less | 28.4 | 4.5 | 10.7 | 15.5 | 6.4 |
| $15,001–30,000 | 35.8 | 6.6 | 16.7 | 16.5 | 5.8 |
| $30,001–50,000 | 48.0 | 8.3 | 29.0 | 21.4 | 3.9 |
| $50,001–75,000 | 56.3 | 8.0 | 39.2 | 24.3 | 2.3 |
| More than $75,000 | 60.3 | 7.9 | 44.6 | 26.2 | 1.9 |
| Employment/occupation | | | | | |
| Employed in past 12 months | 55.3 | 8.9 | 39.0 | 22.0 | 4.2 |
| Professional or managerial | 73.0 | 13.1 | 59.4 | 29.2 | ‡ |
| Services, sales, or support | 55.9 | 9.2 | 36.0 | 23.3 | 4.7 |
| Trades | 34.6 | 3.9 | 21.3 | 11.9 | 7.1 |
| Not employed in past 12 months | 25.8 | 2.7 | 4.5 | 19.4 | 2.8 |

‡Reporting standards not met (too few cases).

[1] Among those ages 16–24, full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult education activity.

[2] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

[3] Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 and above who are not enrolled in elementary or secondary school. See the glossary for a definition of adult education. The sample includes individuals who do not speak English, and this is likely to affect the participation rates for Hispanics. Percentages for individual activities do not sum to the overall participation because individuals may participate in multiple activities. See *supplemental note 1* for more information on educational attainment and employment status.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), previously unpublished tabulation (January 2003).

# Students' Reading and Mathematics Achievement Through 1st Grade

**Table 9-1. Children's reading and mathematics scale scores from kindergarten through 1st grade, by mother's education: 1998–2000**

| Mother's education | Kindergarten Fall | Kindergarten Spring | Kindergarten Gain[1] | 1st grade Fall | 1st grade Spring | 1st grade Gain[1] | Total gain[2] |
|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | |
| **Total** | **23** | **33** | **10** | **38** | **57** | **19** | **34** |
| Less than high school | 18 | 27 | 9 | 32 | 48 | 16 | 30 |
| High school diploma or equivalent | 20 | 31 | 11 | 36 | 55 | 19 | 35 |
| Some college, including vocational/technical | 23 | 33 | 10 | 39 | 58 | 19 | 35 |
| Bachelor's degree or higher | 27 | 37 | 10 | 43 | 63 | 20 | 36 |
| **Mathematics** | | | | | | | |
| **Total** | **20** | **28** | **8** | **34** | **44** | **10** | **24** |
| Less than high school | 16 | 23 | 7 | 28 | 39 | 11 | 23 |
| High school diploma or equivalent | 18 | 27 | 9 | 31 | 42 | 11 | 24 |
| Some college, including vocational/technical | 20 | 29 | 9 | 34 | 45 | 11 | 25 |
| Bachelor's degree or higher | 24 | 33 | 9 | 39 | 48 | 9 | 24 |

[1] Gain is calculated as the difference from fall to spring for kindergarten and 1st grade, respectively.

[2] Total gain is calculated as the difference in scale score from fall kindergarten to spring 1st grade.

NOTE: Estimates based on children assessed in English in fall and spring of kindergarten and 1st grade (excludes approximately 19 percent of Asian and 31 percent of Hispanic children). Esimates based on children who entered kindergarten for the first time in fall 1998 and were promoted to 1st grade in fall 1999. The reading scale score ranged from 0–72, and the mathematics score from 0–64. See *supplemental note 3* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K).

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Data files, fall 1998 through spring 2000, previously unpublished tabulation (March 2001).

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# International Comparisons of Reading Literacy in Grade 4

**Table 10-1. Average combined reading literacy scale score of 4th-graders, by reading subscale, sex, and country: 2001**

| Country | Combined reading literacy | Reading subscale | | Sex | | |
|---|---|---|---|---|---|---|
| | | Literary subscale | Informational subscale | Female | Male | Female-male difference |
| **International average** | 500* | 500* | 500* | 510 | 490 | 20 |
| Argentina | 420* | 419* | 422* | 428 | 410 | 18 |
| Belize | 327* | 330* | 332* | 341 | 314 | 27 |
| Bulgaria | 550 | 550 | 551* | 562 | 538 | 24 |
| Canada[1] | 544 | 545 | 541 | 553 | 536 | 17 |
| Colombia | 422* | 425* | 424* | 428 | 416 | 12 |
| Cyprus | 494* | 498* | 490* | 506 | 482 | 24 |
| Czech Republic | 537 | 535* | 536 | 543 | 531 | 12 |
| England[2] | 553* | 559 | 546* | 564 | 541 | 22 |
| France | 525* | 518* | 533 | 531 | 520 | 11 |
| Germany | 539 | 537* | 538 | 545 | 533 | 13 |
| Greece[2] | 524* | 528* | 521* | 535 | 514 | 21 |
| Hong Kong SAR[3] | 528* | 518* | 537 | 538 | 519 | 19 |
| Hungary | 543 | 548 | 537 | 550 | 536 | 14 |
| Iceland | 512* | 520* | 504* | 522 | 503 | 19 |
| Iran, Islamic Republic of | 414* | 421* | 408* | 426 | 399 | 27 |
| Israel[2] | 509* | 510* | 507* | 520 | 498 | 22 |
| Italy | 541 | 543 | 536 | 545 | 537 | 8 |
| Kuwait[4] | 396* | 394* | 403* | — | — | — |
| Latvia | 545 | 537* | 547* | 556 | 534 | 22 |
| Lithuania[2] | 543 | 546 | 540 | 552 | 535 | 17 |
| Macedonia, Republic of | 442* | 441* | 445* | 452 | 431 | 21 |
| Moldova, Republic of | 492* | 480* | 505* | 504 | 479 | 25 |
| Morocco[2] | 350* | 347* | 358* | 361 | 341 | 20 |
| Netherlands[2] | 554* | 552 | 553* | 562 | 547 | 15 |
| New Zealand | 529* | 531* | 525 | 542 | 516 | 27 |
| Norway | 499* | 506* | 492* | 510 | 489 | 21 |
| Romania | 512* | 512* | 512* | 519 | 504 | 14 |
| Russian Federation[2] | 528* | 523* | 531 | 534 | 522 | 12 |
| Scotland[2] | 528* | 529* | 527 | 537 | 519 | 17 |
| Singapore | 528* | 528* | 527 | 540 | 516 | 24 |
| Slovak Republic | 518* | 512* | 522* | 526 | 510 | 16 |
| Slovenia | 502* | 499* | 503* | 512 | 491 | 22 |
| Sweden | 561* | 559* | 559* | 572 | 550 | 22 |
| Turkey | 449* | 448* | 452* | 459 | 440 | 19 |
| United States[2] | 542 | 550 | 533 | 551 | 533 | 18 |

—Not available.

*Significantly different from the United States.

[1] Canada is represented by the provinces of Ontario and Quebec only.

[2] Country did not meet the international sampling and/or other guidelines. For more information, see *supplemental note 5*.

[3] Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

[4] Differences in scores by sex are not shown here for Kuwait due to low response rates on the questions related to sex. However, the international average includes Kuwait's average scale score.

NOTE: The target population was the upper of the two adjacent grades with the most 9-year-olds. In most countries, this was 4th grade. The international average is the weighted average of the national averages of the 35 countries. For more information on the Progress in International Reading Literacy Study (PIRLS), 2001, see *supplemental note 5*.

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibits 1.1, 1.3, 2.1, and 2.3. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

# International Comparisons of Reading Literacy in Grade 4

**Table 10-2. Percentage of students reaching PIRLS international benchmarks in combined reading literacy, by country: 2001**

| Country | Top 10 percent | Upper quarter | Median | Lower quarter |
|---|---|---|---|---|
| Argentina | 2 | 5 | 17 | 46 |
| Belize | 0 | 1 | 5 | 16 |
| Bulgaria | 21 | 45 | 72 | 91 |
| Canada[1] | 16 | 37 | 69 | 93 |
| Colombia | 1 | 3 | 14 | 45 |
| Cyprus | 6 | 18 | 45 | 77 |
| Czech Republic | 10 | 32 | 68 | 93 |
| England[2] | 24 | 45 | 72 | 90 |
| France | 9 | 26 | 60 | 90 |
| Germany | 12 | 34 | 69 | 93 |
| Greece[2] | 10 | 28 | 60 | 89 |
| Hong Kong SAR[3] | 6 | 26 | 64 | 92 |
| Hungary | 13 | 36 | 71 | 94 |
| Iceland | 7 | 23 | 53 | 85 |
| Iran, Islamic Republic of | 1 | 4 | 16 | 42 |
| Israel[2] | 11 | 28 | 54 | 79 |
| Italy | 14 | 36 | 69 | 92 |
| Kuwait | 0 | 2 | 10 | 36 |
| Latvia | 12 | 36 | 73 | 96 |
| Lithuania[2] | 13 | 36 | 71 | 95 |
| Macedonia, Republic of | 3 | 10 | 28 | 55 |
| Moldova, Republic of | 4 | 15 | 42 | 79 |
| Morocco[2] | 1 | 3 | 8 | 23 |
| Netherlands[2] | 14 | 40 | 79 | 98 |
| New Zealand | 17 | 35 | 62 | 84 |
| Norway | 6 | 19 | 48 | 80 |
| Romania | 11 | 27 | 54 | 81 |
| Russian Federation[2] | 8 | 27 | 64 | 92 |
| Scotland[2] | 14 | 32 | 62 | 87 |
| Singapore | 15 | 35 | 64 | 85 |
| Slovak Republic | 7 | 23 | 59 | 88 |
| Slovenia | 4 | 17 | 48 | 83 |
| Sweden | 20 | 47 | 80 | 96 |
| Turkey | 2 | 7 | 25 | 58 |
| United States[2] | 19 | 41 | 68 | 89 |

[1] Canada is represented by the provinces of Ontario and Quebec only.

[2] Country did not meet the international sampling and/or other guidelines. For more information, see *supplemental note 5*.

[3] Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

NOTE: The target population was the upper of the two adjacent grades with the most 9-year-olds. In most countries, this was 4th grade. The international average is the weighted average of the national averages of the 35 countries. For definitions of the reading literacy benchmarks and more information on the Progress in International Reading Literacy Study (PIRLS), 2001, see *supplemental note 5*.

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 3.1. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

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# Mathematics Performance of Students in Grades 4, 8, and 12

**Table 11-1.** Average mathematics scale score and percentage of students at or above each mathematics achievement level, by grade: 1990, 1992, 1996, and 2000

| Grade and achievement level | 1990 | 1992 | 1996 | 2000 |
|---|---|---|---|---|
| | | Average scale score | | |
| Grade 4 | 213* | 220* | 224* | 228 |
| Grade 8 | 263* | 268* | 272* | 275 |
| Grade 12 | 294* | 299 | 304* | 301 |
| | | Percentage at achievement level | | |
| Grade 4 | | | | |
| Below Basic | 50* | 41* | 36* | 31 |
| At or above Basic | 50* | 59* | 64* | 69 |
| At or above Proficient | 13* | 18* | 21* | 26 |
| At Advanced | 1* | 2* | 2 | 3 |
| Grade 8 | | | | |
| Below Basic | 48* | 42* | 38* | 34 |
| At or above Basic | 52* | 58* | 62* | 66 |
| At or above Proficient | 15* | 21* | 24* | 27 |
| At Advanced | 2* | 3* | 4 | 5 |
| Grade 12 | | | | |
| Below Basic | 42* | 36 | 31* | 35 |
| At or above Basic | 58* | 64 | 69* | 65 |
| At or above Proficient | 12* | 15 | 16 | 17 |
| At Advanced | 1 | 2 | 2 | 2 |

*Significantly different from 2000.

NOTE: See *supplemental note 4* for more information on achievement levels and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), tables B.1 and B.2. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessment.

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# Mathematics Performance of Students in Grades 4, 8, and 12

**Table 11-2. Average mathematics scale score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2000**

| | Average scale score | | |
|---|---|---|---|
| **Student and school characteristics** | **Grade 4** | **Grade 8** | **Grade 12** |
| Total | 228 | 275 | 301 |
| Sex | | | |
| Male | 229 | 277 | 303 |
| Female | 226 | 274 | 299 |
| Race/ethnicity[1] | | | |
| American Indian | 216 | 255 | 293 |
| Asian/Pacific Islander | † | 289 | 319 |
| Black | 205 | 247 | 274 |
| White | 236 | 286 | 308 |
| Hispanic | 212 | 253 | 283 |
| Parents' education | | | |
| High school diploma or less | — | 262 | 286 |
| Bachelor's degree or higher | — | 287 | 313 |
| Current mathematics class in 8th grade | | | |
| Group 1 | — | 267 | — |
| Group 2 | — | 295 | — |
| Mathematics courses taken by 12th grade | | | |
| Low-level | — | — | 275 |
| Middle-level | — | — | 292 |
| High-level | — | — | 318 |
| Control | | | |
| Public | 226 | 274 | 300 |
| Private | 238 | 287 | 315 |
| Location | | | |
| Central city | 222 | 268 | 298 |
| Urban fringe/large town | 232 | 280 | 304 |
| Rural/small town | 227 | 276 | 300 |
| Enrollment | | | |
| Less than 300 | 230 | 281 | 300 |
| 300–999 | 228 | 276 | 301 |
| 1,000 or more | 217 | 273 | 301 |
| Percent of students in school eligible for free or reduced-price lunch | | | |
| 0–10 | 243 | 291 | 311 |
| 11–25 | 234 | 285 | 303 |
| 26–50 | 228 | 273 | 297 |
| 51–75 | 218 | 261 | 280 |
| 76–100 | 207 | 248 | 276 |

—Not available.

†Not applicable (omitted due to concerns about its accuracy).

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP), including descriptions of the 8th- and 12th-grade mathematics course-taking levels. See *supplemental note 1* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), tables B.1, B.12, B.14, B.20, and B.22, and previously unpublished tabulations (September 2001) from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

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# Mathematics Performance of Students in Grades 4, 8, and 12

**Table 11-3.** **Average mathematics scale score for public school 4th- and 8th-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000**

| | Grade 4 | | Grade 8 | |
|---|---|---|---|---|
| State and jurisdiction | Average scale score in 2000 | Change from 1992 average scale score | Average scale score in 2000 | Change from 1990 average scale score |
| **Nation** | **226** | **8*** | **274** | **13*** |
| Alabama | 218** | 10* | 262** | 9* |
| Arizona[1] | 219** | 4 | 271 | 11* |
| Arkansas | 217** | 7* | 261** | 5* |
| California[1] | 214** | 5* | 262** | 6* |
| Connecticut | 234** | 7* | 282** | 12* |
| Georgia | 220** | 4* | 266** | 7* |
| Hawaii | 216** | 2 | 263** | 12* |
| Idaho[1] | 227 | 5* | 278** | 6* |
| Illinois[1] | 225 | — | 277 | 16* |
| Indiana[1] | 234** | 13* | 283** | 16* |
| Iowa[1] | 233** | 3 | — | — |
| Kansas[1] | 232** | — | 284** | — |
| Kentucky | 221** | 6* | 272 | 14* |
| Louisiana | 218** | 14* | 259** | 13* |
| Maine[1] | 231** | -1 | 284** | — |
| Maryland | 222** | 5* | 276 | 15* |
| Massachusetts | 235** | 8* | 283** | — |
| Michigan[1] | 231** | 11* | 278** | 14* |
| Minnesota[1] | 235** | 7* | 288** | 12* |
| Mississippi | 211** | 9* | 254** | — |
| Missouri | 229 | 6* | 274 | — |
| Montana[1] | 230 | — | 287** | 6* |
| Nebraska | 226 | 1 | 281** | 5* |
| Nevada | 220** | — | 268** | — |
| New Mexico | 214** | 1 | 260** | 3 |
| New York[1] | 227 | 8* | 276 | 15* |
| North Carolina | 232** | 20* | 280** | 30* |
| North Dakota | 231** | 2 | 283** | 2 |
| Ohio[1] | 231** | 12* | 283** | 19* |
| Oklahoma | 225 | 5* | 272 | 8* |
| Oregon[1] | 227 | — | 281** | 9* |
| Rhode Island | 225 | 9* | 273 | 13* |
| South Carolina | 220** | 8* | 266** | — |
| Tennessee | 220** | 9* | 263** | — |

See notes at end of table

# Mathematics Performance of Students in Grades 4, 8, and 12

**Table 11-3. Average mathematics scale score for public school 4th- and 8th-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000—Continued**

| State and jurisdiction | Grade 4<br>Average scale score in 2000 | Grade 4<br>Change from 1992 average scale score | Grade 8<br>Average scale score in 2000 | Grade 8<br>Change from 1990 average scale score |
|---|---|---|---|---|
| Texas | 233** | 15* | 275 | 17* |
| Utah | 227 | 3 | 275 | — |
| Vermont[1] | 232** | — | 283** | — |
| Virginia | 230** | 10* | 277 | 12* |
| West Virginia | 225 | 10* | 271** | 15* |
| Wyoming | 229 | 4* | 277 | 5* |
| Other jurisdictions | | | | |
| American Samoa | 157** | — | 195** | — |
| District of Columbia | 193** | 1 | 234** | 3 |
| DDESS[2] | 228 | — | 277 | — |
| DoDDS[3] | 228 | — | 278** | — |
| Guam | 184** | -9* | 233** | 2 |
| Virgin Islands | 183** | — | — | — |

—Indicates the jurisdiction did not participate in 2000, 1992, or 1990.

*Change in score is statistically significant.

**Significantly different from national average in 2000.

[1] Jurisdiction did not meet one or more of the guidelines for school participation in 2000.

[2] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3] Department of Defense Dependent Schools.

NOTE: The NAEP assessment at the state level includes only public schools, while other reported national results in this indicator include both public and private school students. Comparative performance results may be affected by variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), tables B.6 and B.7, and previously unpublished tabulations (October 2001) from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

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# Poverty and Student Mathematics Achievement

**Table 12-1. Average mathematics scale score and percentage of public school students in 4th-grade mathematics, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2000**

| | 10 percent or less | | 11–25 percent | | 26–50 percent | | 51–75 percent | | More than 75 percent | | Total population | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student characteristic | Score | Percent | Score | Percent | Score | Percent | Score | Percent | Score | Percent | Score | Percent |
| **Total** | **243** | **100.0** | **234** | **100.0** | **228** | **100.0** | **218** | **100.0** | **207** | **100.0** | **226** | **100.0** |
| Language other than English spoken in the home | | | | | | | | | | | | |
| Never | 244 | 66.2 | 235 | 67.8 | 230 | 65.0 | 220 | 63.4 | 207 | 52.1 | 228 | 62.9 |
| Sometimes | 243 | 28.4 | 236 | 25.5 | 228 | 28.9 | 217 | 27.8 | 209 | 34.6 | 226 | 29.0 |
| Always | 240 | 5.4 | 219 | 6.6 | 219 | 6.1 | 209 | 8.8 | 208 | 13.3 | 215 | 8.1 |
| Race/ethnicity[1] | | | | | | | | | | | | |
| Black | ‡ | 3.0 | 215 | 6.8 | 211 | 13.3 | 203 | 19.0 | 201 | 34.4 | 205 | 15.1 |
| White | 245 | 83.9 | 237 | 81.8 | 233 | 70.3 | 226 | 55.7 | 217 | 31.9 | 235 | 64.1 |
| Hispanic | 223 | 6.1 | 218 | 8.2 | 221 | 13.1 | 209 | 21.3 | 203 | 27.8 | 211 | 15.7 |
| Student is eligible for free or reduced-price lunch | | | | | | | | | | | | |
| Eligible | ‡ | 6.6 | 218 | 17.5 | 219 | 33.8 | 209 | 55.6 | 204 | 80.5 | 210 | 40.6 |
| Not eligible | 244 | 93.4 | 238 | 82.5 | 233 | 66.2 | 228 | 44.4 | 212 | 19.5 | 236 | 59.4 |

‡Reporting standards not met (too few cases).

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment, previously unpublished tabulation (October 2001).

# Poverty and Student Mathematics Achievement

**Table 12-2. Percentage of 4th-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000**

| School and teacher characteristics | Students in school eligible to receive free or reduced-price lunch | | | | | |
|---|---|---|---|---|---|---|
| | 10 percent or less | 11–25 percent | 26–50 percent | 51–75 percent | More than 75 percent | Total population |
| Academic orientation | | | | | | |
| Average student attitude in school toward achievement | | | | | | |
| Very positive | 79.5 | 45.7 | 34.1 | 27.9 | 28.5 | 43.5 |
| Somewhat positive | 20.5 | 54.3 | 65.9 | 61.5 | 65.3 | 53.2 |
| Somewhat/very negative | # | # | # | 10.6 | 6.2 | 3.3 |
| Teacher characteristics | | | | | | |
| Teacher is certified in elementary mathematics[1] | | | | | | |
| Yes | 27.1 | 39.6 | 37.6 | 31.2 | 22.0 | 30.3 |
| No | 44.1 | 38.6 | 38.8 | 51.7 | 63.7 | 47.7 |
| Number of years spent teaching mathematics | | | | | | |
| 2 years or less | 12.9 | 11.9 | 13.0 | 14.1 | 15.5 | 14.0 |
| 3–5 | 17.7 | 14.4 | 13.9 | 22.5 | 17.0 | 17.1 |
| 6–10 | 11.2 | 13.4 | 23.3 | 20.0 | 19.3 | 18.0 |
| 11 or more | 58.2 | 60.3 | 49.9 | 43.4 | 48.2 | 50.9 |
| School climate and discipline | | | | | | |
| Physical conflicts in school among students | | | | | | |
| Serious/moderate | 2.3 | 9.5 | 11.0 | 21.5 | 22.0 | 12.7 |
| Minor | 50.8 | 43.1 | 66.9 | 54.4 | 65.3 | 56.3 |
| Not a problem | 46.9 | 47.4 | 22.1 | 24.1 | 12.7 | 31.0 |
| Percentage of students absent on a given day | | | | | | |
| 0–2 | 49.5 | 22.2 | 26.9 | 25.8 | 12.7 | 27.8 |
| 3–5 | 50.5 | 73.3 | 57.3 | 64.2 | 65.1 | 61.5 |
| More than 5 | # | 4.5 | 15.8 | 10.0 | 22.2 | 10.7 |
| Percentage of teachers who left before the end of the school year | | | | | | |
| 0 | 94.1 | 89.5 | 69.1 | 70.6 | 64.2 | 76.9 |
| 1–2 | 5.9 | 9.2 | 21.9 | 25.2 | 30.5 | 19.2 |
| More than 2 | # | 1.4 | 9.0 | 4.2 | 5.3 | 3.9 |
| Enrollment | | | | | | |
| Less than 300 | 15.0 | 7.4 | 14.0 | 13.5 | 17.3 | 13.7 |
| 300–1,000 | 84.3 | 87.6 | 83.7 | 82.9 | 73.5 | 82.1 |
| More than 1,000 | 0.7 | 5.0 | 2.3 | 3.6 | 9.2 | 4.2 |
| Location | | | | | | |
| Central city | 9.3 | 20.7 | 30.7 | 27.1 | 56.2 | 29.9 |
| Urban fringe/large town | 72.7 | 57.9 | 39.6 | 29.1 | 26.1 | 45.6 |
| Rural/small town | 18.0 | 21.3 | 29.7 | 43.8 | 17.7 | 24.5 |

See notes at end of table.

# Poverty and Student Mathematics Achievement

**Table 12-2. Percentage of 4th-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000—Continued**

| School and teacher characteristics | Students in school eligible to receive free or reduced-price lunch | | | | | Total population |
|---|---|---|---|---|---|---|
| | 10 percent or less | 11–25 percent | 26–50 percent | 51–75 percent | More than 75 percent | |
| School resources and social support | | | | | | |
| Percentage of parents who participate in open house or back-to-school night | | | | | | |
| 0–50 | 5.2 | 12.7 | 17.7 | 23.7 | 29.2 | 17.4 |
| 51–75 | 11.5 | 12.2 | 38.9 | 45.8 | 29.1 | 28.1 |
| More than 75 | 83.3 | 75.1 | 43.4 | 30.6 | 41.7 | 54.5 |
| Percentage of parents who participate in parent-teacher organizations | | | | | | |
| 0–25 | 21.0 | 29.8 | 61.6 | 68.9 | 70.5 | 50.2 |
| 26–50 | 18.7 | 32.0 | 18.8 | 20.6 | 24.3 | 22.9 |
| More than 50 | 60.3 | 38.2 | 19.6 | 10.6 | 5.2 | 26.9 |
| Percentage of parents who participate in parent-teacher conferences | | | | | | |
| 0–50 | 1.1 | 1.0 | 9.0 | 19.5 | 21.5 | 10.1 |
| 51–75 | 1.7 | 18.0 | 23.1 | 30.1 | 27.1 | 19.6 |
| More than 75 | 97.2 | 81.0 | 67.9 | 50.4 | 51.4 | 70.3 |
| Percentage of students who received Title I funds | | | | | | |
| 0–10 | 92.2 | 76.0 | 55.2 | 17.0 | 1.2 | 48.7 |
| 11–25 | 7.8 | 19.7 | 26.3 | 9.9 | 11.3 | 14.5 |
| 26–50 | # | 4.4 | 11.4 | 10.9 | 7.5 | 6.7 |
| 51–75 | # | # | # | 9.0 | 1.3 | 2.0 |
| More than 75 | # | # | 7.2 | 53.2 | 78.6 | 28.1 |

#Rounds to zero.

[1] The questionnaire also included a category for "certification not offered in the state."

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for information on type of location.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment, previously unpublished tabulation (October 2001).

# Geography Performance of Students in Grades 4, 8, and 12

**Table 13-1. Average geography scale score by percentile and percentage of students at or above each geography achievement level, by grade: 1994 and 2001**

| Percentile and achievement level | Grade 4 | | Grade 8 | | Grade 12 | |
|---|---|---|---|---|---|---|
| | 1994 | 2001 | 1994 | 2001 | 1994 | 2001 |
| | | | Average scale score | | | |
| **Total** | **206*** | **209** | **260*** | **262** | **285** | **285** |
| Percentile | | | | | | |
| 10th | 146* | 158 | 213* | 217 | 244 | 247 |
| 25th | 179* | 185 | 237* | 241 | 265 | 267 |
| 50th | 211 | 212 | 263 | 265 | 287 | 287 |
| 75th | 237 | 236 | 285 | 286 | 306 | 305 |
| 90th | 257 | 254 | 302 | 303 | 321 | 319 |
| | | | Percentage at achievement level | | | |
| Below Basic | 30* | 26 | 29* | 26 | 30 | 29 |
| At or above Basic | 70* | 74 | 71* | 74 | 70 | 71 |
| At or above Proficient | 22 | 21 | 28 | 30 | 27 | 25 |
| At Advanced | 3 | 2 | 4 | 4 | 2 | 1 |

*Significantly different from 2001.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

# Geography Performance of Students in Grades 4, 8, and 12

**Table 13-2. Average geography scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001**

| Student and school characteristics | Average scale score<br>Grade 4 | Grade 8 | Grade 12 |
|---|---|---|---|
| **Total** | **209** | **262** | **285** |
| Sex | | | |
| Male | 212 | 264 | 287 |
| Female | 207 | 260 | 282 |
| Race/ethnicity[1] | | | |
| American Indian | 199 | 261 | 288 |
| Asian/Pacific Islander | 212 | 266 | 286 |
| Black | 181 | 234 | 260 |
| White | 222 | 273 | 291 |
| Hispanic | 184 | 240 | 270 |
| Parents' education | | | |
| Less than high school | — | 241 | 269 |
| High school diploma or equivalent | — | 253 | 276 |
| Some college, including vocational/technical | — | 266 | 284 |
| Bachelor's degree or higher | — | 274 | 293 |
| Control | | | |
| Public | 207 | 261 | 284 |
| Private | 226 | 274 | 291 |
| Location | | | |
| Central city | 199 | 255 | 279 |
| Urban fringe/large town | 212 | 265 | 288 |
| Rural/small town | 215 | 265 | 284 |
| Percent of students in school eligible for free or reduced-price lunch | | | |
| 0–10 | 230 | 278 | 294 |
| 11–25 | 223 | 269 | 286 |
| 26–50 | 214 | 263 | 282 |
| 51–75 | 198 | 248 | 268 |
| 76–100 | 176 | 232 | 260 |

—Not available.

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 Geography Assessment.

# U.S. History Performance of Students in Grades 4, 8, and 12

**Table 14-1. Average U.S. history scale score by percentile and percentage of students at or above each U.S. history achievement level, by grade: 1994 and 2001**

| Percentile and achievement level | Grade 4 | | Grade 8 | | Grade 12 | |
|---|---|---|---|---|---|---|
| | 1994 | 2001 | 1994 | 2001 | 1994 | 2001 |
| | | | Average scale score | | | |
| **Total** | **205*** | **209** | **259*** | **262** | **286** | **287** |
| Percentile | | | | | | |
| 10th | 147* | 158 | 217 | 220 | 243 | 246 |
| 25th | 180* | 186 | 239* | 241 | 265 | 266 |
| 50th | 210 | 212 | 261 | 264 | 288 | 288 |
| 75th | 234 | 235 | 282* | 285 | 309 | 309 |
| 90th | 253 | 255 | 299* | 303 | 326 | 327 |
| | | | Percentage at achievement level | | | |
| Below Basic | 36* | 33 | 39* | 36 | 57 | 57 |
| At or above Basic | 64* | 67 | 61* | 64 | 43 | 43 |
| At or above Proficient | 17 | 18 | 14* | 17 | 11 | 11 |
| At Advanced | 2 | 2 | 1* | 2 | 1 | 1 |

*Significantly different from 2001.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

# U.S. History Performance of Students in Grades 4, 8, and 12

**Table 14-2. Average U.S. history scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001**

| Student and school characteristics | Average scale score<br>Grade 4 | Grade 8 | Grade 12 |
|---|---|---|---|
| **Total** | **209** | **262** | **287** |
| Sex | | | |
| Male | 209 | 264 | 288 |
| Female | 209 | 261 | 286 |
| Race/ethnicity[1] | | | |
| American Indian | 197 | 249 | 277 |
| Asian/Pacific Islander | 213 | 267 | 295 |
| Black | 188 | 243 | 269 |
| White | 220 | 271 | 292 |
| Hispanic | 186 | 243 | 274 |
| Parents' education | | | |
| Less than high school | — | 243 | 269 |
| High school diploma or equivalent | — | 253 | 274 |
| Some college, including vocational/technical | — | 265 | 286 |
| Bachelor's degree or higher | — | 275 | 298 |
| Control | | | |
| Public | 207 | 260 | 286 |
| Private | 226 | 279 | 298 |
| Location | | | |
| Central city | 199 | 257 | 283 |
| Urban fringe/large town | 211 | 265 | 292 |
| Rural/small town | 215 | 263 | 284 |
| Percent of students in school eligible for free or reduced-price lunch | | | |
| 0–10 | 231 | 278 | 298 |
| 11–25 | 219 | 266 | 288 |
| 26–50 | 212 | 262 | 283 |
| 51–75 | 200 | 252 | 272 |
| 76–100 | 181 | 237 | 264 |

—Not available.

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 U.S. History Assessment.

# Voting Participation

**Table 15-1.** **Percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and selected characteristics: November 2000**

| Characteristic | Less than high school | | High school diploma or equivalent | | Some college, including vocational/ technical | | Bachelor's degree or higher | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Registered | Voted | Registered | Voted | Registered | Voted | Registered | Voted | Registered | Voted |
| **Total** | **52.2** | **38.4** | **63.9** | **52.5** | **73.3** | **63.1** | **83.2** | **77.5** | **69.5** | **59.5** |
| Sex | | | | | | | | | | |
| Male | 50.2 | 37.9 | 61.1 | 49.7 | 72.2 | 61.4 | 82.5 | 76.6 | 68.0 | 58.1 |
| Female | 54.2 | 38.9 | 66.3 | 54.8 | 74.2 | 64.6 | 84.0 | 78.4 | 70.9 | 60.7 |
| Age | | | | | | | | | | |
| 18–24 | 28.9 | 17.7 | 43.2 | 28.2 | 60.8 | 45.0 | 75.3 | 61.3 | 50.7 | 36.1 |
| 25–34 | 38.1 | 21.7 | 52.5 | 37.7 | 65.7 | 52.4 | 77.8 | 68.4 | 63.3 | 50.5 |
| 35–44 | 43.4 | 27.7 | 62.6 | 50.4 | 74.7 | 65.3 | 83.2 | 78.2 | 70.2 | 60.5 |
| 45–54 | 48.6 | 35.5 | 66.9 | 56.7 | 78.9 | 70.9 | 85.2 | 81.2 | 74.3 | 66.3 |
| 55–64 | 59.9 | 46.6 | 74.7 | 66.5 | 82.8 | 77.8 | 87.7 | 84.5 | 77.2 | 70.1 |
| 65 and above | 67.8 | 53.8 | 78.6 | 70.0 | 86.3 | 80.9 | 88.4 | 84.8 | 78.4 | 69.6 |
| Race/ethnicity[1] | | | | | | | | | | |
| American Indian | 51.8 | 32.7 | 56.2 | 43.0 | 61.9 | 53.6 | 73.0 | 68.0 | 58.8 | 46.7 |
| Asian/Pacific Islander | 34.2 | 28.1 | 45.1 | 35.3 | 46.6 | 36.6 | 64.5 | 56.2 | 52.1 | 43.3 |
| Black | 59.0 | 44.2 | 62.6 | 51.7 | 72.7 | 62.3 | 81.2 | 75.6 | 67.6 | 56.9 |
| White | 52.4 | 38.3 | 65.3 | 54.0 | 74.9 | 65.0 | 84.6 | 79.1 | 71.6 | 61.8 |
| Hispanic | 46.0 | 34.1 | 55.5 | 41.8 | 65.0 | 52.3 | 77.7 | 69.5 | 57.3 | 45.1 |
| Family income | | | | | | | | | | |
| Less than $15,000 | 51.8 | 34.9 | 58.7 | 42.0 | 63.5 | 50.6 | 70.7 | 62.0 | 57.3 | 41.6 |
| $15,000–29,999 | 56.7 | 41.7 | 64.4 | 52.4 | 73.7 | 61.0 | 79.1 | 69.2 | 65.9 | 53.1 |
| $30,000–49,999 | 53.5 | 39.5 | 67.6 | 56.2 | 78.3 | 67.7 | 84.9 | 79.7 | 71.9 | 61.3 |
| $50,000–74,999 | 49.4 | 38.1 | 72.5 | 61.1 | 79.4 | 69.7 | 88.6 | 83.5 | 77.9 | 68.7 |
| $75,000 or more | 51.0 | 37.4 | 71.5 | 63.4 | 79.7 | 70.4 | 89.9 | 84.8 | 82.1 | 74.9 |
| Length of residence | | | | | | | | | | |
| Less than 1 month | 35.8 | 20.5 | 47.5 | 27.2 | 58.1 | 39.0 | 76.8 | 64.1 | 54.1 | 36.3 |
| 1–6 months | 36.1 | 19.6 | 50.1 | 33.3 | 64.8 | 48.7 | 81.1 | 69.9 | 60.3 | 45.2 |
| 7–11 months | 39.1 | 22.9 | 49.3 | 34.4 | 67.3 | 50.1 | 83.8 | 75.4 | 61.6 | 47.4 |
| 1–2 years | 45.9 | 29.4 | 59.3 | 45.2 | 73.7 | 62.1 | 87.3 | 78.9 | 70.0 | 58.0 |
| 3–4 years | 51.5 | 36.8 | 67.3 | 52.9 | 79.4 | 67.3 | 90.7 | 84.7 | 75.1 | 63.5 |
| 5 years or longer | 65.1 | 50.4 | 78.3 | 67.5 | 85.8 | 76.8 | 94.4 | 89.9 | 81.9 | 72.4 |
| Employment status | | | | | | | | | | |
| Employed | 46.0 | 31.9 | 62.2 | 50.3 | 73.5 | 62.9 | 83.5 | 77.5 | 70.4 | 60.5 |
| Unemployed | 36.1 | 21.9 | 48.2 | 33.7 | 62.3 | 53.2 | 78.8 | 69.9 | 52.3 | 39.8 |
| Not in labor force | 57.3 | 43.7 | 68.3 | 58.1 | 73.6 | 64.5 | 82.6 | 78.0 | 68.9 | 58.9 |

See notes at end of table.

# Voting Participation

**Table 15-1. Percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and selected characteristics: November 2000—Continued**

| Characteristic | Less than high school |  | High school diploma or equivalent |  | Some college, including vocational/ technical |  | Bachelor's degree or higher |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Registered | Voted | Registered | Voted | Registered | Voted | Registered | Voted | Registered | Voted |
| Citizenship |  |  |  |  |  |  |  |  |  |  |
| U.S. born | 52.6 | 38.1 | 64.3 | 52.7 | 73.9 | 63.7 | 84.4 | 78.7 | 70.2 | 60.0 |
| Naturalized | 49.2 | 41.8 | 54.3 | 46.8 | 59.9 | 51.5 | 67.7 | 60.6 | 58.1 | 50.6 |
| Region |  |  |  |  |  |  |  |  |  |  |
| Northeast | 54.9 | 41.7 | 64.4 | 54.0 | 71.5 | 62.2 | 82.9 | 76.7 | 69.8 | 60.5 |
| Midwest | 56.4 | 43.3 | 67.3 | 55.9 | 77.1 | 67.6 | 86.2 | 80.8 | 73.0 | 63.2 |
| South | 52.0 | 36.0 | 64.1 | 51.2 | 74.2 | 62.2 | 83.4 | 77.1 | 69.0 | 57.2 |
| West | 44.9 | 35.2 | 57.9 | 48.3 | 69.4 | 60.6 | 80.5 | 75.6 | 66.2 | 58.1 |

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. See *supplemental note 1* for further information on the racial/ethnic categories.

NOTE: The survey sample includes the civilian, noninstitutionalized population. Information was collected from respondents 2 weeks after the election. These estimates may differ from administrative data or data from exit polls. See *supplemental note 2* for further information.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, previously unpublished tabulation (December 2002).

**Table 15-2. Percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and type of election and year: 1994–2000**

| Type of election and year | Less than high school | High school diploma or equivalent | Some college, including vocational/ technical | Bachelor's degree or higher | Total |
|---|---|---|---|---|---|
|  |  |  | Reported being registered to vote |  |  |
| Presidential election |  |  |  |  |  |
| 2000 | 52.2 | 63.9 | 73.3 | 83.2 | 69.5 |
| 1996 | 54.2 | 65.5 | 76.1 | 85.3 | 70.9 |
| Congressional election |  |  |  |  |  |
| 1998 | 51.2 | 61.9 | 71.4 | 80.3 | 67.1 |
| 1994 | 51.5 | 62.4 | 71.7 | 81.5 | 67.1 |
|  |  |  | Reported voting |  |  |
| Presidential election |  |  |  |  |  |
| 2000 | 38.4 | 52.5 | 63.1 | 77.5 | 59.5 |
| 1996 | 38.8 | 51.7 | 63.1 | 77.0 | 58.4 |
| Congressional election |  |  |  |  |  |
| 1998 | 29.6 | 39.2 | 48.3 | 61.1 | 45.3 |
| 1994 | 30.7 | 42.9 | 51.5 | 67.4 | 48.3 |

NOTE: The survey sample includes the civilian, noninstitutionalized population. Years in which the president is elected, as well as congressional, state, and local officials, are called "presidential elections." Off years, in which congressional, state, and local officials are elected but the president is not, are called "congressional elections." For each year, information was collected from respondents 2 weeks after the election. These estimates may differ from administrative data or data from exit polls. See *supplemental note 2* for further information.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November Voting and Registration Supplement, various years, previously unpublished tabulation (December 2002).

# Voting Participation

**Table 15-3.** **Percentage of U.S. citizens ages 18–24 who reported being registered to vote and voting, by sex, race/ethnicity, and enrollment status: November 2000**

| | | Sex | | Race/ethnicity[1] | | |
|---|---|---|---|---|---|---|
| **Enrollment status** | **Total** | **Male** | **Female** | **Black** | **White** | **Hispanic** |
| | | | **Reported being registered to vote** | | | |
| **Total** | **50.7** | **47.9** | **53.4** | **51.5** | **52.9** | **38.5** |
| Enrolled in high school | 30.0 | 31.1 | 28.5 | ‡ | 35.0 | ‡ |
| Enrolled in college | 62.7 | 60.4 | 64.7 | 63.2 | 65.2 | 51.4 |
| Full time | 63.5 | 61.7 | 64.9 | 61.5 | 66.3 | 52.3 |
| Part time | 58.6 | 53.7 | 63.5 | 71.5 | 58.2 | 47.3 |
| Not enrolled in school | 50.7 | 47.8 | 53.4 | 51.9 | 52.7 | 39.3 |
| 18–20 years old | 43.7 | 41.7 | 45.7 | 43.9 | 46.0 | 32.7 |
| 21–24 years old | 55.4 | 52.0 | 58.6 | 57.4 | 57.1 | 44.3 |
| Less than a bachelor's degree | 48.2 | 45.6 | 50.8 | 50.8 | 49.7 | 39.1 |
| Bachelor's degree or higher | 75.9 | 75.7 | 76.0 | 70.6 | 78.9 | ‡ |
| | | | **Reported voting** | | | |
| **Total** | **36.1** | **34.0** | **38.2** | **36.2** | **38.1** | **25.6** |
| Enrolled in high school | 24.4 | 27.0 | 20.8 | ‡ | 29.7 | ‡ |
| Enrolled in college | 48.0 | 45.5 | 50.1 | 49.5 | 49.8 | 38.0 |
| Full time | 48.3 | 46.5 | 49.8 | 48.1 | 50.5 | 37.8 |
| Part time | 46.4 | 40.3 | 52.4 | 56.4 | 45.4 | ‡ |
| Not enrolled in school | 35.7 | 33.6 | 37.7 | 35.4 | 37.5 | 26.5 |
| 18–20 years old | 30.2 | 29.5 | 30.8 | 27.5 | 32.3 | 23.1 |
| 21–24 years old | 39.4 | 36.5 | 42.2 | 40.7 | 41.1 | 29.1 |
| Less than a bachelor's degree | 33.1 | 31.4 | 34.9 | 33.9 | 34.5 | 26.1 |
| Bachelor's degree or higher | 61.7 | 61.5 | 61.9 | 58.1 | 64.2 | ‡ |

‡Reporting standards not met (too few cases).

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The survey sample includes the civilian, noninstitutionalized population. Information was collected from respondents 2 weeks after the election. These estimates may differ from administrative data or data from exit polls. See *supplemental note 2* for further information. Included in the totals but not shown separately are other racial/ethnic groups; see *supplemental note 1* for more information on the racial/ethnic categories.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, unpublished tabulations (December 2002).

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# International Civic Participation

**Table 16-1. Percentage of 9th-grade students who reported participating in various civic-related organizations, by country: 1999**

| Country | Student government[1] | Youth organization affiliated with a political party or union | Environmental organization | Human rights organization | Group conducting voluntary activities to help the community | Charity collecting money for social cause |
|---|---|---|---|---|---|---|
| **International average** | **28*** | **5*** | **15*** | **6** | **18*** | **28*** |
| Australia | 34 | 4* | 19* | 4 | 33* | 47* |
| Belgium-French | 22* | 6* | 15* | 8 | 17* | 26* |
| Bulgaria | 14* | 4* | 9* | 9 | 8* | 12* |
| Chile | 19* | 4* | 21 | 5 | 33* | 24* |
| Colombia | 24* | 4* | 40* | 13* | 34* | 26* |
| Cyprus | 57* | 25* | 20 | 22* | 22* | 48* |
| Czech Republic | 13* | 1* | 13* | 2* | 22* | 18* |
| Denmark | 44* | 4* | 6* | 5 | 32* | 63* |
| England | 19* | 6* | 13* | 5 | 25* | 55* |
| Estonia | 21* | 3* | 8* | 4 | 8* | 10* |
| Finland | 22* | 2* | 6* | 2* | 6* | 24* |
| Germany | 13* | 5* | 10* | 2* | 16* | 23* |
| Greece | 59* | 9 | 32* | 16* | 29* | 53* |
| Hong Kong SAR | 45* | 5* | 12* | 6 | 34* | 37 |
| Hungary | 32 | 4* | 28 | 3* | 23* | 18* |
| Italy | 16* | 3* | 7* | 3* | 8* | 6* |
| Latvia | 18* | 2* | 7* | 5 | 12* | 9* |
| Lithuania | 23* | 1* | 16* | 4 | 7* | 14* |
| Norway | 47* | 6* | 16* | 6 | 18* | 84* |
| Poland | 19* | 1* | 14* | 3* | 5* | 9* |
| Portugal | 25* | 2* | 25 | 10* | 9* | 20* |
| Romania | 37 | 2* | 13* | 8 | 10* | 13* |
| Russian Federation | 43* | 2* | 12* | 4 | 11* | 7* |
| Slovak Republic | 3* | 1* | 5* | 1* | 6* | 5* |
| Slovenia | 18* | 1* | 15* | 4 | 11* | 33* |
| Sweden | 49* | 7 | 15* | 5 | 8* | 25* |
| Switzerland | 8* | 4* | 10* | 3* | 12* | 27* |
| United States | 33 | 10 | 24 | 6 | 50 | 40 |

*Significantly different from the United States.

[1] Student government includes student council, student government, and class or school parliament.

NOTE: Countries were instructed to select the grade in which most 14-year-olds were enrolled at the time of the study. In the United States, as in most countries, this was 9th grade. See *supplemental note 5* for more information.

SOURCE: Torney-Purta, J., Lehmann, R., Oswald, H., and Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, table 7.2. Data from the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study, 1999.

# Status Dropout Rates, by Race/Ethnicity

**Table 17-1. Status dropout rates of 16- to 24-year-olds, by race/ethnicity: October 1972–2001**

| Year | Total | Race/ethnicity (percent)[1] | | |
|---|---|---|---|---|
| | | White | Black | Hispanic |
| 1972 | 14.6 | 12.3 | 21.3 | 34.3 |
| 1973 | 14.1 | 11.6 | 22.2 | 33.5 |
| 1974 | 14.3 | 11.9 | 21.2 | 33.0 |
| 1975 | 13.9 | 11.4 | 22.9 | 29.2 |
| 1976 | 14.1 | 12.0 | 20.5 | 31.4 |
| 1977 | 14.1 | 11.9 | 19.8 | 33.0 |
| 1978 | 14.2 | 11.9 | 20.2 | 33.3 |
| 1979 | 14.6 | 12.0 | 21.1 | 33.8 |
| 1980 | 14.1 | 11.4 | 19.1 | 35.2 |
| 1981 | 13.9 | 11.4 | 18.4 | 33.2 |
| 1982 | 13.9 | 11.4 | 18.4 | 31.7 |
| 1983 | 13.7 | 11.2 | 18.0 | 31.6 |
| 1984 | 13.1 | 11.0 | 15.5 | 29.8 |
| 1985 | 12.6 | 10.4 | 15.2 | 27.6 |
| 1986 | 12.2 | 9.7 | 14.2 | 30.1 |
| 1987 | 12.7 | 10.4 | 14.1 | 28.6 |
| 1988 | 12.9 | 9.6 | 14.5 | 35.8 |
| 1989 | 12.6 | 9.4 | 13.9 | 33.0 |
| 1990 | 12.1 | 9.0 | 13.2 | 32.4 |
| 1991 | 12.5 | 8.9 | 13.6 | 35.3 |
| 1992 | 11.0 | 7.7 | 13.7 | 29.4 |
| 1993 | 11.0 | 7.9 | 13.6 | 27.5 |
| 1994 | 11.5 | 7.7 | 12.6 | 30.0 |
| 1995 | 12.0 | 8.6 | 12.1 | 30.0 |
| 1996 | 11.1 | 7.3 | 13.0 | 29.4 |
| 1997 | 11.0 | 7.6 | 13.4 | 25.3 |
| 1998 | 11.8 | 7.7 | 13.8 | 29.5 |
| 1999 | 11.2 | 7.3 | 12.6 | 28.6 |
| 2000 | 10.9 | 6.9 | 13.1 | 27.8 |
| 2001 | 10.7 | 7.3 | 10.9 | 27.0 |

[1] Due to relatively small sample sizes, American Indians or Alaska Natives and Asians or Pacific Islanders are included in the total but are not shown separately. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: Numbers for years 1987 through 2001 reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items. Numbers for years 1992 through 2001 reflect new wording of the educational attainment item in the CPS beginning in 1992. Numbers for years 1994 through 2001 reflect changes in the CPS due to newly instituted computer-assisted interviewing and the change in the population controls used in the 1990 Census-based estimates, with adjustments for undercounting in the 1990 Census. See *supplemental note 2* for more information.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

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# Status Dropout Rates, by Race/Ethnicity

**Table 17-2. Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2001**

| Characteristic | Status dropout rate (percent) | Number of status dropouts (thousands) | Population (thousands) | Percent of all dropouts | Percent of population |
|---|---|---|---|---|---|
| Total | 10.7 | 3,774 | 35,195 | 100.0 | 100.0 |
| Sex | | | | | |
| Male | 12.2 | 2,151 | 17,645 | 57.0 | 50.1 |
| Female | 9.3 | 1,623 | 17,549 | 43.0 | 49.9 |
| Race/ethnicity[1] | | | | | |
| Asian/Pacific Islander | 3.6 | 53 | 1,487 | 1.4 | 4.2 |
| Black | 10.9 | 557 | 5,111 | 14.7 | 14.7 |
| White | 7.3 | 1,677 | 22,903 | 44.4 | 66.0 |
| Hispanic | 27.0 | 1,442 | 5,350 | 38.2 | 15.2 |
| Age | | | | | |
| 16 | 4.2 | 168 | 3,984 | 4.4 | 11.3 |
| 17 | 5.6 | 2,151 | 4,060 | 57.0 | 11.5 |
| 18 | 12.9 | 1,623 | 3,975 | 43.0 | 11.3 |
| 19 | 12.5 | 528 | 4,227 | 14.0 | 12.0 |
| 20–24 | 12.3 | 2,336 | 18,949 | 61.9 | 53.8 |
| Immigration status | | | | | |
| Born outside the 50 states and the District of Columbia | | | | | |
| Hispanic | 43.4 | 980 | 2,261 | 26.0 | 6.4 |
| Non-Hispanic | 6.2 | 125 | 2,001 | 3.3 | 5.7 |
| First generation[2] | | | | | |
| Hispanic | 15.4 | 267 | 1,735 | 7.1 | 4.9 |
| Non-Hispanic | 4.8 | 92 | 1,917 | 2.4 | 5.4 |
| Second generation or more[3] | | | | | |
| Hispanic | 14.4 | 195 | 1,353 | 5.2 | 3.8 |
| Non-Hispanic | 8.2 | 2,116 | 25,927 | 56.1 | 73.7 |
| Region | | | | | |
| Northeast | 8.8 | 543 | 6,133 | 14.4 | 17.4 |
| Midwest | 8.6 | 717 | 8,288 | 19.0 | 23.5 |
| South | 13.1 | 1,643 | 12,527 | 43.5 | 35.6 |
| West | 10.6 | 872 | 8,248 | 23.1 | 23.4 |

[1] Due to relatively small sample sizes, American Indians or Alaska Natives are included in the total but are not shown separately. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[2] Individuals defined as "first generation" were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia.

[3] Individuals defined as "second generation or more" were born in the 50 states or the District of Columbia, as were both of their parents.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2001.

# Immediate Transition to College

**Table 18-1.** **Percentage of high school completers who were enrolled in college the October after completing high school, by family income and race/ethnicity: October 1972–2001**

| | | Family income[1] | | | | Race/ethnicity[2] | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Low | | Middle | High | White | Black | | Hispanic | |
| October | Total | Annual | 3-year average | Annual | Annual | Annual | Annual | 3-year average | Annual | 3-year average |
| 1972 | 49.2 | 26.1 | ([3]) | 45.2 | 63.8 | 49.7 | 44.6 | ([3]) | 45.0 | ([3]) |
| 1973 | 46.6 | 20.3 | ([3]) | 40.9 | 64.4 | 47.8 | 32.5 | 41.4 | 54.1 | 48.8 |
| 1974 | 47.6 | — | — | — | — | 47.2 | 47.2 | 40.5 | 46.9 | 53.1 |
| 1975 | 50.7 | 31.2 | ([3]) | 46.2 | 64.5 | 51.1 | 41.7 | 44.5 | 58.0 | 52.7 |
| 1976 | 48.8 | 39.1 | 32.3 | 40.5 | 63.0 | 48.8 | 44.4 | 45.3 | 52.7 | 53.6 |
| 1977 | 50.6 | 27.7 | 32.4 | 44.2 | 66.3 | 50.8 | 49.5 | 46.8 | 50.8 | 48.8 |
| 1978 | 50.1 | 31.4 | 29.8 | 44.3 | 64.0 | 50.5 | 46.4 | 47.5 | 42.0 | 46.1 |
| 1979 | 49.3 | 30.5 | 31.6 | 43.2 | 63.2 | 49.9 | 46.7 | 45.2 | 45.0 | 46.3 |
| 1980 | 49.3 | 32.5 | 32.2 | 42.5 | 65.2 | 49.8 | 42.7 | 44.0 | 52.3 | 49.6 |
| 1981 | 53.9 | 33.6 | 32.9 | 49.2 | 67.6 | 54.9 | 42.7 | 40.3 | 52.1 | 48.7 |
| 1982 | 50.6 | 32.8 | 33.6 | 41.7 | 70.9 | 52.7 | 35.8 | 38.8 | 43.2 | 49.4 |
| 1983 | 52.7 | 34.6 | 34.0 | 45.2 | 70.3 | 55.0 | 38.2 | 38.0 | 54.2 | 46.7 |
| 1984 | 55.2 | 34.5 | 36.3 | 48.4 | 74.0 | 59.0 | 39.8 | 39.9 | 44.3 | 49.3 |
| 1985 | 57.7 | 40.2 | 35.9 | 50.6 | 74.6 | 60.1 | 42.2 | 39.5 | 51.0 | 46.1 |
| 1986 | 53.8 | 33.9 | 36.8 | 48.5 | 71.0 | 56.8 | 36.9 | 43.5 | 44.0 | 42.3 |
| 1987 | 56.8 | 36.9 | 37.6 | 50.0 | 73.8 | 58.6 | 52.2 | 44.2 | 33.5 | 45.0 |
| 1988 | 58.9 | 42.5 | 42.4 | 54.7 | 72.8 | 61.1 | 44.4 | 49.7 | 57.1 | 48.5 |
| 1989 | 59.6 | 48.1 | 45.6 | 55.4 | 70.7 | 60.7 | 53.4 | 48.0 | 55.1 | 52.7 |
| 1990 | 60.1 | 46.7 | 44.8 | 54.4 | 76.6 | 63.0 | 46.8 | 48.9 | 42.7 | 52.5 |
| 1991 | 62.5 | 39.5 | 42.2 | 58.4 | 78.2 | 65.4 | 46.4 | 47.2 | 57.2 | 52.6 |
| 1992 | 61.9 | 40.9 | 43.6 | 57.0 | 79.0 | 64.3 | 48.2 | 50.0 | 55.0 | 58.2 |
| 1993 | 61.5 | 50.4 | 44.0 | 56.9 | 79.3 | 62.9 | 55.6 | 51.3 | 62.2 | 55.7 |
| 1994 | 61.9 | 41.0 | 41.2 | 57.8 | 78.4 | 64.5 | 50.8 | 52.4 | 49.1 | 55.0 |
| 1995 | 61.9 | 34.2 | 41.5 | 56.1 | 83.4 | 64.3 | 51.2 | 52.9 | 53.7 | 51.6 |
| 1996 | 65.0 | 48.6 | 47.1 | 62.7 | 78.0 | 67.4 | 56.0 | 55.4 | 50.8 | 57.6 |
| 1997 | 67.0 | 57.0 | 50.6 | 60.8 | 82.2 | 68.2 | 58.5 | 58.8 | 65.6 | 55.3 |
| 1998 | 65.6 | 46.4 | 50.9 | 64.9 | 77.3 | 68.5 | 61.9 | 59.8 | 47.4 | 51.9 |
| 1999 | 62.9 | 49.4 | 48.5 | 59.5 | 76.0 | 66.3 | 58.9 | 58.6 | 42.3 | 47.4 |
| 2000 | 63.3 | 49.7 | 47.8 | 59.4 | 77.1 | 65.7 | 54.9 | 56.3 | 52.9 | 48.6 |
| 2001 | 61.7 | 43.8 | ([3]) | 56.5 | 79.8 | 64.2 | 54.6 | ([3]) | 51.7 | ([3]) |

—Not available. Data on family income were not available in 1974.

[1] Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. See *supplemental note 1* for further discussion.

[2] Included in the total but not shown separately are high school completers from other racial/ethnic groups. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[3] Due to small sample sizes for the low-income, Black, and Hispanic categories, 3-year averages also were calculated for each category. For example, the 3-year average for Blacks in 1973 is the average percentage of Black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1972, 1973, and 1974. Thus, 3-year averages cannot be calculated for 1972 and 2001 and for groups of 3 years in which some data are not available (e.g., 1973–75 for the low-income category).

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

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# Immediate Transition to College

**Table 18-2.** **Percentage distribution of high school completers who were enrolled in college the October after completing high school according to sex and type of institution: October 1972–2001**

| | Male | | | Female | | |
|---|---|---|---|---|---|---|
| October | Total | 2-year | 4-year | Total | 2-year | 4-year |
| 1972 | 52.7 | — | — | 46.0 | — | — |
| 1973 | 50.0 | 14.6 | 35.4 | 43.4 | 15.2 | 28.2 |
| 1974 | 49.4 | 16.6 | 32.8 | 45.9 | 13.9 | 32.0 |
| 1975 | 52.6 | 19.0 | 33.6 | 49.0 | 17.4 | 31.6 |
| 1976 | 47.2 | 14.5 | 32.7 | 50.3 | 16.6 | 33.8 |
| 1977 | 52.1 | 17.2 | 35.0 | 49.3 | 17.8 | 31.5 |
| 1978 | 51.1 | 15.6 | 35.5 | 49.3 | 18.3 | 31.0 |
| 1979 | 50.4 | 16.9 | 33.5 | 48.4 | 18.1 | 30.3 |
| 1980 | 46.7 | 17.1 | 29.7 | 51.8 | 21.6 | 30.2 |
| 1981 | 54.8 | 20.9 | 33.9 | 53.1 | 20.1 | 33.0 |
| 1982 | 49.1 | 17.5 | 31.6 | 52.0 | 20.6 | 31.4 |
| 1983 | 51.9 | 20.2 | 31.7 | 53.4 | 18.4 | 35.1 |
| 1984 | 56.0 | 17.7 | 38.4 | 54.5 | 21.0 | 33.5 |
| 1985 | 58.6 | 19.9 | 38.8 | 56.8 | 19.3 | 37.5 |
| 1986 | 55.8 | 21.3 | 34.5 | 51.9 | 17.3 | 34.6 |
| 1987 | 58.3 | 17.3 | 41.0 | 55.3 | 20.3 | 35.0 |
| 1988 | 57.1 | 21.3 | 35.8 | 60.7 | 22.4 | 38.3 |
| 1989 | 57.6 | 18.3 | 39.3 | 61.6 | 23.1 | 38.5 |
| 1990 | 58.0 | 19.6 | 38.4 | 62.2 | 20.6 | 41.6 |
| 1991 | 57.9 | 22.9 | 35.0 | 67.1 | 26.8 | 40.3 |
| 1992 | 60.0 | 22.1 | 37.8 | 63.8 | 23.9 | 40.0 |
| 1993 | 58.7 | 22.4 | 36.3 | 64.0 | 22.4 | 41.6 |
| 1994 | 60.6 | 23.0 | 37.5 | 63.2 | 19.1 | 44.1 |
| 1995 | 62.6 | 25.3 | 37.4 | 61.3 | 18.1 | 43.2 |
| 1996 | 60.1 | 21.5 | 38.5 | 69.7 | 24.6 | 45.1 |
| 1997 | 63.6 | 21.4 | 42.2 | 70.3 | 24.1 | 46.2 |
| 1998 | 62.4 | 24.4 | 38.0 | 69.1 | 24.3 | 44.8 |
| 1999 | 61.4 | 21.0 | 40.5 | 64.4 | 21.1 | 43.3 |
| 2000 | 59.9 | 23.1 | 36.8 | 66.2 | 20.0 | 46.2 |
| 2001 | 59.7 | 18.6 | 41.1 | 63.6 | 20.7 | 42.9 |

—Not available. Data for type of institution were not collected until 1973.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

# Immediate Transition to College

**Table 18-3. Percentage of high school completers who were enrolled in college the October after completing high school, by parents' highest level of education: October 1990–2001**

| Parents' education[1] | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | **60.1** | **62.5** | **61.9** | **61.5** | **61.9** | **61.9** | **65.0** | **67.0** | **65.6** | **62.9** | **63.3** | **61.7** |
| Less than high school | 33.9 | 42.6 | 33.1 | 47.1 | 43.0 | 27.3 | 45.0 | 51.4 | 49.8 | 36.3 | 44.4 | 39.0 |
| High school diploma or equivalent | 49.0 | 51.0 | 55.5 | 52.3 | 49.9 | 47.0 | 56.1 | 61.7 | 57.2 | 54.4 | 51.8 | 51.9 |
| Some college, including vocational/technical | 65.6 | 67.5 | 67.5 | 62.7 | 65.0 | 70.2 | 66.6 | 62.6 | 67.7 | 60.3 | 63.8 | 62.0 |
| Bachelor's degree or higher | 83.1 | 87.2 | 81.3 | 87.9 | 82.5 | 87.7 | 85.2 | 86.1 | 82.3 | 82.2 | 81.2 | 81.3 |
| Not available[2] | 47.7 | 42.1 | 38.0 | 42.0 | 43.1 | 30.8 | 45.6 | 51.3 | 50.1 | 53.1 | 50.5 | 41.9 |

[1] Parents' education is defined as either the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; when neither parent resides with the student, it is defined as the highest educational attainment of the head of the household.

[2] Parents' education is not available for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories) and for those whose parents' educational attainment was not reported. In 2001, approximately 11 percent of high school completers ages 16–24 were in this category.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

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# Transfers From Community Colleges to 4-Year Institutions

**Table 19-1. Percentage distribution of students beginning at public 2-year institutions in 1995–96 by initial degree goal and student characteristics, percentage who transferred to a 4-year institution, percentage of transfers who completed an associate's degree first, and percentage of transfers who persisted through June 2001**

| Student characteristics | Percentage distribution of beginning students | Percentage who transferred to a 4-year institution | Percentage of transfers to 4-year institutions who completed an associate's degree first | Percentage of transfers to 4-year institutions who persisted to a bachelor's degree | | |
|---|---|---|---|---|---|---|
| | | | | | Persistence status | |
| | | | | Total | Completed degree | Still enrolled[1] |
| | | | All beginning students | | | |
| **Total** | **100.0** | **28.9** | **33.3** | **78.9** | **34.7** | **44.3** |
| Initial degree goal in 1995–96 | | | | | | |
| Bachelor's degree | 24.8 | 50.8 | 18.8 | 82.3 | 44.0 | 38.3 |
| Associate's degree | 48.9 | 26.5 | 50.6 | 78.6 | 29.1 | 49.5 |
| Certificate! | 10.8 | 1.0 | ‡ | ‡ | ‡ | ‡ |
| No degree! | 15.6 | 21.1 | 19.4 | 72.8 | 27.6 | 45.2 |
| | | Beginning students with associate's or bachelor's degree goals | | | | |
| **Total** | **100.0** | **34.6** | **34.9** | **80.4** | **36.4** | **44.0** |
| Initial degree goal in 1995–96 | | | | | | |
| Bachelor's degree | 33.6 | 50.8 | 18.8 | 82.3 | 44.0 | 38.3 |
| Associate's degree | 66.4 | 26.5 | 50.6 | 78.6 | 29.1 | 49.5 |
| Enrollment after high school graduation | | | | | | |
| Started college the same year | 60.7 | 43.4 | 35.0 | 79.6 | 39.6 | 40.1 |
| Delayed starting college | 39.4 | 21.9 | 36.9 | 81.6 | 29.2 | 52.4 |
| Attendance pattern through 2001[2] | | | | | | |
| Always attended full time | 28.3 | 44.6 | 41.7 | 78.9 | 52.0 | 26.9 |
| Did not always attend full time | 71.7 | 30.7 | 31.0 | 81.3 | 27.5 | 53.8 |
| Parents' education | | | | | | |
| Bachelor's degree or higher | 31.1 | 52.5 | 29.5 | 84.3 | 38.8 | 45.5 |
| No bachelor's degree | 68.9 | 27.6 | 40.5 | 76.6 | 31.5 | 45.1 |
| Sex | | | | | | |
| Male | 49.3 | 41.2 | 32.3 | 78.0 | 30.1 | 47.9 |
| Female | 50.7 | 28.3 | 38.5 | 83.8 | 45.3 | 38.5 |
| Dependency | | | | | | |
| Independent | 27.6 | 18.7 | 24.6 | 85.3 | 29.9 | 55.4 |
| Dependent | 72.4 | 41.3 | 36.8 | 79.9 | 37.7 | 42.2 |
| Family income of dependent students | | | | | | |
| Low quartile | 28.7 | 35.3 | 46.1 | 77.9 | 25.9 | 52.0 |
| Middle quartiles | 50.1 | 41.3 | 36.7 | 79.2 | 37.7 | 41.6 |
| High quartile | 21.2 | 49.7 | 28.0 | 83.1 | 49.2 | 33.9 |

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

[1] Enrolled at a 4-year institution without a bachelor's degree in June 2001.

[2] Only students who reported attending full time during all the months in which they were enrolled are categorized as always attending full time. Students who did not always attend full time include students who always attended part time or who attended a mixture of full and part time.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

# Institutional Retention and Student Persistence at 4-Year Institutions

**Table 20-1. Percentage distribution of 1995–96 first-time beginning students at 4-year institutions according to highest degree attained and 6-year retention and transfer status at the first and at all institutions attended as of June 2001, by first institution type**

| | | First 4-year institution type and highest offering | | | | | |
|---|---|---|---|---|---|---|---|
| | | Public 4-year institution | | | Private not-for-profit 4-year institution | | |
| Enrollment status or degree attainment | All 4-year beginners | Total | Nondoctorate granting | Doctorate granting | Total | Nondoctorate granting | Doctorate granting |
| | | Retention and attainment at the first institution attended | | | | | |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| Attained bachelor's degree | **55.3** | 50.0 | 40.3 | 55.2 | 65.3 | 62.0 | 71.4 |
| Attained associate's degree or certificate | **1.6** | 1.8 | 2.9 | 1.2 | 0.9 | 1.2 | ‡ |
| No degree, still enrolled at first institution | **6.8** | 8.7 | 9.9 | 8.1 | 3.5 | 3.2 | 3.9 |
| Left postsecondary education from first institution | **13.2** | 15.2 | 19.0 | 13.2 | 9.3 | 10.2 | 7.6 |
| Transferred from first institution | **23.2** | 24.3 | 27.9 | 22.4 | 21.1 | 23.5 | 16.8 |
| | | Persistence and attainment anywhere | | | | | |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| Attained bachelor's degree | **62.7** | 57.3 | 48.9 | 61.8 | 73.0 | 69.6 | 79.3 |
| Attained associate's degree or certificate | **4.8** | 5.3 | 7.0 | 4.3 | 3.1 | 3.6 | ‡ |
| No degree, enrolled at a 4-year institution | **11.9** | 14.6 | 16.3 | 13.7 | 7.2 | 7.2 | 7.1 |
| No degree, enrolled at a less-than-4-year institution | **2.4** | 2.6 | 2.6 | 2.6 | 2.0 | 2.4 | 1.2 |
| Left postsecondary education | **18.3** | 20.3 | 25.2 | 17.6 | 14.7 | 17.2 | 10.1 |

‡Reporting standards not met (too few cases).

NOTE: Only those students with a bachelor's degree goal are included. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

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# Time to Bachelor's Degree Completion

**Table 21-1. Average number of months between postsecondary entry and degree completion among 1999–2000 first-time recipients of bachelor's degrees who did not stop out of college for 6 months or more, by control of degree-granting institution and selected characteristics**

| Characteristic | Percent in category | Control of degree-granting institution: Total[1] | Public | Private not-for-profit |
|---|---|---|---|---|
| **Total** | **100.0** | **55.4** | **57.2** | **51.5** |
| Number of institutions attended | | | | |
| One | 53.8 | 50.7 | 52.9 | 47.0 |
| Two | 33.7 | 58.9 | 59.5 | 56.7 |
| Three or more | 12.6 | 66.7 | 67.6 | 61.8 |
| Type of first institution[2] | | | | |
| Public 2-year | 14.0 | 71.1 | 68.7 | 74.5 |
| Public 4-year | 53.5 | 54.5 | 54.2 | 65.3 |
| Private not-for-profit 4-year | 31.6 | 49.7 | 66.1 | 48.1 |
| Parents' educational attainment | | | | |
| High school or less | 22.6 | 61.8 | 62.7 | 58.3 |
| Some college, including vocational/technical | 20.0 | 55.7 | 57.6 | 51.8 |
| Bachelor's degree | 26.2 | 53.6 | 54.8 | 50.9 |
| Master's degree or equivalent | 18.6 | 51.4 | 52.9 | 48.7 |
| Doctoral/professional degree | 12.5 | 49.6 | 51.2 | 47.1 |
| Age as of 12/31/99 | | | | |
| 22 or younger | 68.1 | 47.4 | 48.5 | 45.9 |
| 23–24 | 21.8 | 60.7 | 61.0 | 59.9 |
| 25–29 | 6.2 | 82.5 | 82.2 | 82.9 |
| 30 or older | 3.9 | 123.3 | 127.5 | 118.3 |
| Time between high school graduation and postsecondary entry | | | | |
| Less than 12 months | 89.3 | 54.3 | 56.3 | 50.4 |
| 12–23 months | 4.6 | 57.2 | 58.4 | 51.6 |
| 24–59 months | 3.1 | 72.5 | 74.0 | 70.2 |
| 60 months or more | 3.0 | 69.6 | 66.8 | 71.9 |
| Cumulative undergraduate GPA | | | | |
| Less than 2.50 | 9.1 | 61.2 | 63.6 | 54.1 |
| 2.50–2.99 | 26.2 | 57.1 | 59.0 | 51.8 |
| 3.00–3.49 | 37.6 | 54.2 | 56.1 | 50.0 |
| 3.50 or higher | 27.0 | 53.8 | 53.8 | 52.7 |

[1] Included in the total but not shown separately are graduates of private for-profit institutions.

[2] Included in the total but not shown separately are graduates who began at other types of institutions.

NOTE: Sixty-nine percent of first-time recipients of bachelor's degrees had not stopped out of college for 6 months or more. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

# Postsecondary Attainment of 1988 8th-Graders

**Table 22-1. Percentage distribution of 1988 8th-graders according to their educational attainment, by selected student characteristics: 2000**

| Selected student characteristics | No postsecondary education | Some postsecondary education, but no bachelor's degree | Bachelor's or higher degree |
|---|---|---|---|
| **Total** | **23.6** | **46.7** | **29.6** |
| Student characteristics in 8th grade | | | |
| Sex | | | |
| Male | 26.3 | 46.8 | 26.9 |
| Female | 21.0 | 46.7 | 32.3 |
| Race/ethnicity[1] | | | |
| American Indian | 34.5 | 55.2 | 10.3 |
| Asian or Pacific Islander | 4.6 | 43.7 | 51.7 |
| Black | 23.1 | 59.7 | 17.1 |
| White | 22.9 | 42.5 | 34.6 |
| More than one race | 23.6 | 58.1 | 18.3 |
| Hispanic | 29.9 | 54.9 | 15.2 |
| Family socioeconomic status[2] | | | |
| Lowest quartile | 47.5 | 45.1 | 7.3 |
| Middle two quartiles | 22.6 | 53.2 | 24.2 |
| Highest quartile | 3.7 | 35.9 | 60.4 |
| Mother's attainment preference for student | | | |
| High school diploma or less | 60.6 | 36.5 | 2.9 |
| Some college, including vocational/technical | 34.2 | 54.5 | 11.2 |
| Bachelor's degree | 16.7 | 45.7 | 37.6 |
| Graduate school | 15.2 | 46.0 | 38.8 |
| Risk factors for dropping out of school[3] | | | |
| None | 16.3 | 43.5 | 40.2 |
| One | 26.0 | 52.0 | 22.0 |
| Two | 40.1 | 49.5 | 10.4 |
| Three or more | 46.8 | 48.8 | 4.5 |

See notes at end of table.

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# Postsecondary Attainment of 1988 8th-Graders

**Table 22-1. Percentage distribution of 1988 8th-graders according to their educational attainment, by selected student characteristics: 2000—Continued**

| Selected student characteristics | No postsecondary education | Some postsecondary education, but no bachelor's degree | Bachelor's or higher degree |
|---|---|---|---|
| School experiences, 8th to 12th grades | | | |
| Mathematics achievement in 8th grade[4] | | | |
| Lowest quartile | 41.7 | 51.2 | 7.2 |
| Middle two quartiles | 24.0 | 51.2 | 24.8 |
| Highest quartile | 6.5 | 34.8 | 58.7 |
| Studied algebra in 8th grade | | | |
| Yes | 12.3 | 40.3 | 47.4 |
| No | 29.4 | 48.9 | 21.7 |
| Studied precalculus by 12th grade | | | |
| Yes | 1.5 | 25.2 | 73.3 |
| No | 25.2 | 50.8 | 24.0 |
| Studied calculus by 12th grade | | | |
| Yes | 0.8 | 18.7 | 80.5 |
| No | 24.0 | 50.1 | 25.9 |
| School sector in 8th grade | | | |
| Public | 25.9 | 47.6 | 26.4 |
| Private | 6.8 | 40.2 | 53.0 |
| Extracurricular participant, 12th grade | | | |
| Yes | 12.7 | 46.2 | 41.0 |
| No | 40.0 | 47.5 | 12.5 |
| High school completion status by 2000 | | | |
| High school diploma | 15.7 | 48.9 | 35.4 |
| GED certificate | 40.6 | 56.8 | 2.6 |
| No diploma or equivalent | 85.7 | 14.3 | # |

#Rounds to zero.

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[2] The SES variable has five equally weighted, standardized components: father's education, mother's education, family income, father's occupation, and mother's occupation.

[3] Risk factors, measured in 8th grade, were living in a single-parent household; having a low-income family; having parents who had not graduated from high school; having an older sibling who dropped out of school; spending 3 or more hours alone at home after school per day; and having limited English proficiency.

[4] Quartile rankings are based on the student's mathematics achievement test score in 8th grade.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

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# Postsecondary Attainment of 1988 8th-Graders

**Table 22-2. Percentage of 1988 8th-graders with selected characteristics who had completed a bachelor's or higher degree by 2000**

| Selected student characteristics in 8th grade | Studied algebra in 8th grade | | 8th-grade mathematics achievement[1] | | Sector of 8th-grade school | |
|---|---|---|---|---|---|---|
| | Yes | No | High quartile | Low quartile | Public | Private |
| **Total** | **47.4** | **21.7** | **58.7** | **7.2** | **26.4** | **53.0** |
| Family socioeconomic status[2] | | | | | | |
| Lowest quartile | 15.0 | 5.6 | 28.8 | 2.9 | 6.7 | 24.4 |
| Middle two quartiles | 38.8 | 18.4 | 46.6 | 6.7 | 22.4 | 39.1 |
| Highest quartile | 71.3 | 50.9 | 74.1 | 30.3 | 57.6 | 70.4 |
| Mother's attainment preference for student | | | | | | |
| Less than bachelor's degree | 13.4 | 8.4 | 26.1 | 5.4 | 7.2 | 29.7 |
| Bachelor's degree or higher | 54.4 | 29.0 | 63.1 | 9.3 | 34.8 | 56.8 |
| Risk factors for dropping out of school[3] | | | | | | |
| None | 56.3 | 30.8 | 62.9 | 12.4 | 37.2 | 56.5 |
| One | 35.5 | 16.4 | 51.5 | 6.0 | 19.2 | 45.1 |
| Two or more | 22.8 | 5.5 | 29.7 | 3.4 | 7.9 | 35.1 |

| Selected student characteristics in 8th grade | Studied precalculus by 12th grade | | Studied calculus by 12th grade | | Extracurricular participant in 12th grade | |
|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Public | Private |
| **Total** | **73.3** | **24.0** | **80.5** | **25.9** | **41.0** | **12.5** |
| Family socioeconomic status[2] | | | | | | |
| Lowest quartile | 46.1 | 6.1 | 65.8 | 6.3 | 13.3 | 2.7 |
| Middle two quartiles | 65.2 | 20.3 | 67.0 | 22.4 | 33.2 | 10.6 |
| Highest quartile | 82.9 | 51.8 | 90.4 | 52.9 | 67.9 | 38.0 |
| Mother's attainment preference for student | | | | | | |
| Less than bachelor's degree | 48.9 | 7.9 | 53.9 | 8.5 | 15.3 | 3.7 |
| Bachelor's degree or higher | 74.7 | 31.6 | 82.4 | 33.4 | 47.7 | 18.1 |
| Risk factors for dropping out of school[3] | | | | | | |
| None | 78.4 | 33.2 | 84.7 | 35.3 | 50.1 | 19.2 |
| One | 63.2 | 17.1 | 66.9 | 19.4 | 30.7 | 11.1 |
| Two or more | 42.1 | 8.2 | 68.3 | 7.9 | 16.2 | 3.0 |

[1] Quartile rankings are based on the student's mathematics achievement test score in 8th grade.

[2] The SES variable has five equally weighted, standardized components: father's education, mother's education, family income, father's occupation, and mother's occupation.

[3] Risk factors, measured in 8th grade, were living in a single-parent household; having a low-income family; having parents who had not graduated from high school; having an older sibling who dropped out of school; spending 3 or more hours alone at home after school per day; and having limited English proficiency.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

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# Persistence and Attainment of Students With Pell Grants

**Table 23-1. Percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to their academic preparation, by receipt of Pell Grant and type of institution**

| Characteristics of academic preparation | Total | Pell recipients[1] | Nonrecipients |
|---|---|---|---|
| **Total** | **100.0** | **100.0** | **100.0** |
| | | **Less-than-4-year institutions** | |
| High school graduation status[2] | | | |
| High school diploma | 85.3 | 77.1 | 90.0 |
| GED or certificate | 10.5 | 16.6 | 7.0 |
| Did not graduate from high school | 4.2 | 6.3 | 3.0 |
| | | **4-year institutions** | |
| SAT/ACT composite score[3] | | | |
| Low quartile (400–700) | 16.4 | 24.7 | 12.0 |
| Middle quartiles (710–1020) | 54.3 | 54.3 | 54.3 |
| High quartile (1030–1600) | 29.3 | 21.0 | 33.7 |
| High school curriculum[4] | | | |
| Core or lower | 33.9 | 37.9 | 31.7 |
| Mid-level | 51.2 | 50.5 | 51.7 |
| Rigorous | 14.9 | 11.6 | 16.7 |

[1] Received Pell Grant in 1995–96.

[2] Less-than-4-year institutions only. "GED" stands for General Educational Development certificate.

[3] The SAT/ACT composite score variable is the sum of the verbal and mathematics scores on the SAT. If the ACT examination was taken, the ACT score was converted to an estimated SAT combined score.

[4] Curriculum levels are described in *supplemental note 6*.

NOTE: Detail may not sum to totals because of rounding. Low- and middle-income students include all dependent students whose parents had an annual income of less than $70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than $25,000 in 1994.

SOURCE: Wei, C.C., and Horn, L. (2002). *Persistence and Attainment of Beginning Students With Pell Grants* (NCES 2002–169), table 6. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

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# Persistence and Attainment of Students With Pell Grants

**Table 23-2. Among 1995–96 low- and middle-income beginning postsecondary students, percentage with each risk factor, by receipt of Pell Grant and type of institution**

| Receipt of Pell Grant[1] | No high school diploma | Delayed enrollment[2] | Financially independent | Dependents other than a spouse | Single parent | Enrolled part time | Worked more than 35 hours per week |
|---|---|---|---|---|---|---|---|
| | | | | Total[3] | | | |
| **Total** | **10.2** | **37.9** | **26.4** | **15.7** | **11.1** | **28.0** | **23.0** |
| Pell recipients | 15.4 | 46.4 | 37.7 | 27.0 | 20.5 | 19.1 | 17.4 |
| Nonrecipients | 7.2 | 33.0 | 19.7 | 9.0 | 5.6 | 33.2 | 26.2 |
| | | | | Public 2-year | | | |
| **Total** | **11.8** | **43.7** | **31.2** | **18.7** | **12.5** | **46.1** | **33.2** |
| Pell recipients | 17.9 | 56.9 | 46.5 | 34.3 | 25.8 | 32.2 | 23.8 |
| Nonrecipients | 9.2 | 38.2 | 24.7 | 12.0 | 6.9 | 51.8 | 36.9 |
| | | | | Public 4-year | | | |
| **Total** | **2.2** | **21.0** | **7.4** | **3.5** | **2.5** | **10.2** | **10.6** |
| Pell recipients | 2.5 | 23.7 | 11.4 | 7.1 | 5.4 | 10.0 | 9.6 |
| Nonrecipients | 2.1 | 19.4 | 5.2 | 1.4 | 0.8 | 10.3 | 11.2 |
| | | | | Private not-for-profit 4-year | | | |
| **Total** | **3.1** | **19.0** | **9.3** | **3.5** | **2.3** | **7.2** | **10.2** |
| Pell recipients | 5.9 | 20.5 | 12.7 | 5.9 | 4.3 | 6.9 | 9.6 |
| Nonrecipients | 1.4 | 18.2 | 7.3 | 2.2 | 1.2 | 7.4 | 10.5 |

[1] Received Pell Grant in 1995–96.

[2] Delayed enrollment means that the student did not enter postsecondary education in the same calendar year that he or she finished high school.

[3] Includes all beginning postsecondary students, including those in institutions not shown separately.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than $70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than $25,000 in 1994.

SOURCE: Wei, C.C., and Horn, L. (2002). *Persistence and Attainment of Beginning Students With Pell Grants* (NCES 2002–169), table 10. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

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# Persistence and Attainment of Students With Pell Grants

**Table 23-3. Among 1995–96 low- and middle-income beginning postsecondary students, percentage distribution according to persistence and attainment by 2001, by receipt of Pell Grant and type of institution first attended**

| | | Attained or still enrolled | | | | |
|---|---|---|---|---|---|---|
| **Receipt of Pell Grant[1]** | **Total** | **Total** | **Bachelor's degree** | **Associate's degree or certificate** | **No degree, still enrolled in 2001** | **No degree, not enrolled** |
| | | | **Total[2]** | | | |
| **Total** | **100.0** | **63.9** | **24.2** | **24.9** | **14.8** | **36.1** |
| Pell recipients | **100.0** | 65.2 | 23.1 | 28.5 | 13.6 | 34.8 |
| Nonrecipients | **100.0** | 62.9 | 25.0 | 22.3 | 15.6 | 37.1 |
| | | | **Public 2-year** | | | |
| **Total** | **100.0** | **54.0** | **8.8** | **27.9** | **17.4** | **46.0** |
| Pell recipients | **100.0** | 56.1 | 9.3 | 31.7 | 15.1 | 44.0 |
| Nonrecipients | **100.0** | 53.0 | 8.5 | 25.9 | 18.5 | 47.0 |
| | | | **Private for-profit less-than-4-year** | | | |
| **Total** | **100.0** | **63.1** | **0.5** | **59.4** | **3.1** | **36.9** |
| Pell recipients | **100.0** | 61.6 | 0.6 | 57.7 | 3.2 | 38.4 |
| Nonrecipients | **100.0** | 66.3 | 0.3 | 63.1 | 2.9 | 33.7 |
| | | | **Public 4-year** | | | |
| **Total** | **100.0** | **75.7** | **49.1** | **8.0** | **18.6** | **24.4** |
| Pell recipients | **100.0** | 75.2 | 46.3 | 8.2 | 20.8 | 24.8 |
| Nonrecipients | **100.0** | 76.0 | 51.4 | 7.8 | 16.8 | 24.0 |
| | | | **Private not-for-profit 4-year** | | | |
| **Total** | **100.0** | **79.2** | **62.8** | **5.7** | **10.7** | **20.8** |
| Pell recipients | **100.0** | 77.1 | 56.5 | 7.7 | 13.0 | 22.9 |
| Nonrecipients | **100.0** | 81.0 | 68.1 | 4.1 | 8.8 | 19.0 |

[1] Received Pell Grant by 1998.

[2] Includes all beginning postsecondary students, including those in types of institutions not shown separately.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than $70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than $25,000 in 1994. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

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# Trends in English and Foreign Language Coursetaking

**Table 24-1. Percentage distribution of high school graduates according to the type of English courses completed: Selected years 1982–2000**

| | | | Regular English | Advanced academic level[1] | | | |
|---|---|---|---|---|---|---|---|
| Year | No English[2] | Low academic level[3] | (no low level or honors) courses | Less than 50 percent of courses | 50–74 percent of courses | 75–100 percent of courses | Total |
| 1982 | 0.1 | 10.0 | 76.7 | 6.1 | 3.3 | 3.8 | 13.3 |
| 1987 | 0.7 | 22.1 | 55.6 | 7.9 | 5.0 | 8.7 | 21.5 |
| 1990 | 0.6 | 19.6 | 60.2 | 7.0 | 3.6 | 9.1 | 19.6 |
| 1992 | 0.2 | 18.0 | 57.3 | 7.6 | 5.8 | 11.1 | 24.4 |
| 1994 | 0.8 | 17.6 | 56.5 | 7.7 | 5.4 | 12.0 | 25.1 |
| 1998 | 0.9 | 13.7 | 56.1 | 9.1 | 7.7 | 12.4 | 29.3 |
| 2000 | 0.7 | 10.7 | 54.7 | 11.6 | 7.2 | 15.1 | 33.9 |

[1] "Advanced academic level" courses include English courses classified as "honors." Students may have completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

[2] Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

[3] "Low academic level" courses include all general English courses classified as "below grade level." Students may have taken a general English course classified as "honors" and be classified in the low academic level if the percentage of "below grade level" courses completed was equal to or greater than the percentage of "honors" courses completed.

NOTE: For each graduate, the percentages of completed courses classified as "below level," "at grade level," and "honors" were calculated. (Not all students completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirements for each level was determined, as explained in supplemental note 6. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Education Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

**Table 24-2. Percentage distribution of high school graduates according to the highest level of foreign language courses completed: Selected years 1982–2000**

| | Highest level of foreign language coursework completed[1] | | | | | |
|---|---|---|---|---|---|---|
| | | Low academic | Advanced academic level | | | |
| Year | None | level | Year 3 | Year 4 | AP | Total |
| 1982 | 45.6 | 39.8 | 8.9 | 4.5 | 1.2 | 14.6 |
| 1987 | 33.3 | 47.5 | 11.9 | 5.4 | 1.9 | 19.2 |
| 1990 | 26.9 | 51.4 | 12.9 | 5.6 | 3.2 | 21.7 |
| 1992 | 22.5 | 51.8 | 14.8 | 7.7 | 3.2 | 25.7 |
| 1994 | 22.3 | 51.8 | 15.0 | 7.8 | 3.1 | 25.9 |
| 1998 | 19.4 | 50.7 | 17.4 | 8.6 | 4.1 | 30.0 |
| 2000 | 17.4 | 52.8 | 16.5 | 7.8 | 5.4 | 29.8 |

[1] These figures include only students who studied French, German, Latin, or Spanish because these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Only data on the foreign language they studied most are presented.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See supplemental note 6 for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Education Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

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# Student Characteristics in English and Foreign Language Coursetaking

**Table 25-1.** **Percentage distribution of 2000 high school graduates according to the type of English courses completed, by student and school characteristics: 1999–2000**

| Student and school characteristic | No English[3] | Low academic level[1]: 50 percent or more of courses | Low academic level[1]: Less than 50 percent of courses | Low academic level[1]: Total | Regular English (no low level or honors) courses | Advanced academic level[2]: Less than 50 percent of courses | Advanced academic level[2]: 50–74 percent of courses | Advanced academic level[2]: 75–100 percent of courses | Advanced academic level[2]: Total |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | 0.7 | 2.4 | 8.3 | 10.7 | 54.7 | 11.6 | 7.2 | 15.1 | 33.9 |
| Sex | | | | | | | | | |
| Male | 1.1 | 3.1 | 9.3 | 12.5 | 58.0 | 10.9 | 5.9 | 11.7 | 28.5 |
| Female | 0.5 | 1.7 | 7.3 | 9.1 | 51.7 | 12.2 | 8.4 | 18.2 | 38.8 |
| Race/ethnicity[4] | | | | | | | | | |
| American Indian | 0.8 | ‡ | 11.1 | 11.8 | 60.7 | 16.7 | 3.8 | 6.3 | 26.8 |
| Asian/Pacific Islander | 0.8 | 1.6 | 8.1 | 9.6 | 46.9 | 10.3 | 7.8 | 24.6 | 42.7 |
| Black | 0.9 | 2.0 | 12.3 | 14.3 | 57.5 | 11.9 | 5.6 | 9.8 | 27.3 |
| White | 0.6 | 2.3 | 6.3 | 8.5 | 54.7 | 11.6 | 7.8 | 16.8 | 36.2 |
| Hispanic | 1.5 | 4.0 | 15.8 | 19.8 | 52.6 | 11.3 | 6.1 | 8.8 | 26.1 |
| Curriculum[5] | | | | | | | | | |
| Core or higher | 0.3 | 1.0 | 6.3 | 7.2 | 47.8 | 13.1 | 9.1 | 22.5 | 44.7 |
| Less than Core | 1.4 | 4.4 | 11.1 | 15.5 | 64.4 | 9.4 | 4.6 | 4.6 | 18.7 |
| Control of school | | | | | | | | | |
| Public | 0.8 | 2.6 | 8.9 | 11.6 | 54.6 | 11.2 | 6.8 | 15.1 | 33.1 |
| Private | # | # | 1.0 | 1.0 | 56.0 | 15.6 | 12.1 | 15.2 | 43.0 |
| Enrollment | | | | | | | | | |
| Less than 300 | 0.1 | 0.1 | 4.3 | 4.4 | 76.5 | 15.2 | 2.1 | 1.8 | 19.1 |
| 300–999 | 0.8 | 2.3 | 5.6 | 7.9 | 59.2 | 10.6 | 9.0 | 12.5 | 32.1 |
| 1,000 or more | 0.8 | 2.7 | 10.0 | 12.7 | 50.2 | 11.8 | 6.8 | 17.7 | 36.3 |

#Rounds to zero.

‡Reporting standards not met (too few cases).

[1] "Low academic level" courses include all general English courses classified as "below grade level." Students may have taken a general English course classified as "honors" and be classified in the low academic level if the percentage of "below grade level" courses completed was equal to or greater than the percentage of "honors" courses completed.

[2] "Advanced academic level" courses include all English courses classified as "honors." Students may have completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

[3] "No English" indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

[4] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[5] To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

NOTE: For each graduate, the percentages of completed courses classified as "below level," "at grade level," and "honors" were calculated. (Not all students completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirements for each level was determined, as explained in *supplemental note 6*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

# Student Characteristics in English and Foreign Language Coursetaking

**Table 25-2.** Percentage distribution of 2000 high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1999–2000

| Student and school characteristic | Highest level of foreign language completed[1] | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Low academic level | | | Advanced academic level | | | |
| | None | Year 1 or less | Year 2 | Total | Year 3 | Year 4 | AP | Total |
| Total | 17.4 | 18.0 | 34.9 | 52.8 | 16.5 | 7.8 | 5.4 | 29.8 |
| Sex | | | | | | | | |
| Male | 22.8 | 20.7 | 33.0 | 53.7 | 14.0 | 6.0 | 3.5 | 23.5 |
| Female | 12.5 | 15.6 | 36.5 | 52.0 | 18.9 | 9.5 | 7.2 | 35.5 |
| Race/ethnicity[2] | | | | | | | | |
| American Indian | 25.7 | 29.9 | 27.5 | 57.4 | 14.8 | 1.8 | 0.3 | 17.0 |
| Asian/Pacific Islander | 24.2 | 12.1 | 27.6 | 39.7 | 17.0 | 9.9 | 9.2 | 36.1 |
| Black | 17.0 | 24.9 | 38.5 | 63.3 | 13.8 | 4.0 | 2.0 | 19.7 |
| White | 16.7 | 17.1 | 35.4 | 52.5 | 17.1 | 8.6 | 5.1 | 30.8 |
| Hispanic | 19.4 | 18.1 | 31.9 | 49.9 | 15.6 | 6.2 | 8.9 | 30.7 |
| Curriculum[3] | | | | | | | | |
| Core or higher | 9.4 | 12.5 | 39.5 | 52.0 | 21.6 | 10.3 | 6.7 | 38.6 |
| Less than Core | 28.6 | 25.7 | 28.3 | 54.0 | 9.4 | 4.3 | 3.6 | 17.4 |
| Control of school | | | | | | | | |
| Public | 18.6 | 19.1 | 35.0 | 54.1 | 15.6 | 6.9 | 5.0 | 27.4 |
| Private | 4.9 | 5.8 | 33.6 | 39.5 | 27.2 | 18.1 | 10.3 | 55.6 |
| Enrollment | | | | | | | | |
| Less than 300 | 25.1 | 26.0 | 34.1 | 60.2 | 10.0 | 3.3 | 1.5 | 14.8 |
| 300–999 | 17.8 | 17.0 | 36.4 | 53.4 | 17.1 | 7.5 | 4.1 | 28.8 |
| 1,000 or more | 16.4 | 17.7 | 34.1 | 51.8 | 16.9 | 8.4 | 6.5 | 31.8 |

[1] These figures include only students who studied French, German, Latin, or Spanish because these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Only data on the foreign language they studied most are presented.

[2] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[3] To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 6* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

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# Instructional Activities for 8th-Grade Mathematics

**Table 26-1. Average percentage of 8th-grade mathematics lesson time devoted to various purposes, by country: 1999**

| Instructional activity | Australia | Czech Republic | Hong Kong SAR[1] | Japan[2] | Netherlands | Switzerland | United States |
|---|---|---|---|---|---|---|---|
| Lesson purpose[3] | | | | | | | |
| Reviewing previously studied content | 36.0 | 58.1 | 24.3 | 24.1 | 36.8 | 33.9 | 52.5 |
| Studying new content | | | | | | | |
| Introducing new content | 29.7 | 22.1 | 38.8 | 59.9 | 31.9 | 39.1 | 22.5 |
| Practicing new content | 26.3 | 19.8 | 36.9 | 16.0 | 24.6 | 23.9 | 25.0 |

[1] Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

[2] Japanese mathematics data were collected in 1995.

[3] For each country, average percentage was calculated as the sum of the percentage within each lesson, divided by the number of lessons. Detail may not sum to totals because of rounding and the possibility of coding portions of lessons as "not able to make a judgment about the purpose."

SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results From the TIMSS 1999 Video Study* (NCES 2003–013), figure 3.8. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS), Video Study, 1999.

**Table 26-2. Average percentage of problems per 8th-grade mathematics lesson solved by explicitly using processes of each type, by country: 1999**

| Lesson characteristic | Australia | Czech Republic | Hong Kong SAR[1] | Japan[2] | Netherlands | United States |
|---|---|---|---|---|---|---|
| Process used to solve mathematics problem | | | | | | |
| Making connections | 2.4 | 9.9 | 12.2 | 37.1 | 21.6 | 1.0 |
| Stating conceptions | 20.0 | 19.3 | 24.3 | 33.2 | 31.6 | 8.1 |
| Using procedures | 41.3 | 38.3 | 48.4 | 26.6 | 35.9 | 54.8 |
| Giving results only | 36.3 | 32.6 | 15.2 | 3.1 | 10.9 | 36.1 |

[1] Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

[2] Japanese mathematics data were collected in 1995.

NOTE: Analyses only include problems with a publicly presented solution. Analyses do not include answered-only problems (i.e., problems that were completed prior to the videotaped lesson and only their answers were shared). For each country, the average percentage was calculated as the sum of the percentage within each lesson, divided by the number of lessons. Switzerland was not included because English transcriptions of Swiss lessons were not available for mathematical processes analyses. See *supplemental note 5* for more information on the process categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results From the TIMSS 1999 Video Study* (NCES 2003–013), figure 5.9. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS), Video Study, 1999.

# Public Alternative Schools for At-Risk Students

**Table 27-1. Percentage of school districts with alternative schools and/or programs for at-risk students and percentage of such districts with selected services or practices, by district characteristics: 2000–01**

| District characteristic | Districts that supported an alternative school and/or program for at-risk students | Districts with an alternative school and/or program for at-risk students that provided | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Curricula for regular high school diploma | Academic counseling | Smaller class size | Remedial instruction | Crisis or behavioral intervention | Career counseling | Vocational or skills training | Preparation for the GED exam |
| **Total** | 39 | 91 | 87 | 85 | 84 | 79 | 79 | 48 | 41 |
| Community type | | | | | | | | | |
| Urban | 66 | 98 | 93 | 93 | 90 | 88 | 84 | 58 | 48 |
| Suburban | 41 | 92 | 87 | 87 | 83 | 78 | 77 | 46 | 36 |
| Rural | 35 | 89 | 86 | 82 | 83 | 78 | 80 | 48 | 43 |
| Enrollment | | | | | | | | | |
| Less than 2,500 | 26 | 89 | 87 | 81 | 82 | 75 | 79 | 45 | 39 |
| 2,500 to 9,999 | 69 | 92 | 86 | 86 | 84 | 81 | 77 | 47 | 40 |
| 10,000 or more | 95 | 96 | 89 | 95 | 89 | 85 | 84 | 61 | 48 |
| Region | | | | | | | | | |
| Northeast | 31 | 95 | 91 | 93 | 81 | 84 | 80 | 47 | 23 |
| Southeast | 80 | 90 | 87 | 92 | 84 | 80 | 80 | 46 | 48 |
| Central | 28 | 89 | 85 | 80 | 82 | 74 | 79 | 51 | 37 |
| West | 44 | 92 | 87 | 81 | 86 | 80 | 79 | 47 | 46 |
| Percent minority[1] | | | | | | | | | |
| 5 or less | 26 | 91 | 89 | 83 | 83 | 78 | 81 | 50 | 35 |
| 6 to 20 | 43 | 91 | 85 | 85 | 81 | 78 | 75 | 48 | 41 |
| 21 to 50 | 51 | 94 | 88 | 88 | 85 | 80 | 77 | 52 | 44 |
| More than 50 | 62 | 88 | 86 | 84 | 86 | 81 | 83 | 40 | 44 |
| Poverty concentration[2] | | | | | | | | | |
| 10 percent or less | 31 | 92 | 86 | 84 | 79 | 75 | 75 | 46 | 33 |
| 11 to 20 percent | 43 | 91 | 87 | 88 | 87 | 80 | 79 | 52 | 43 |
| More than 20 percent | 45 | 91 | 87 | 82 | 82 | 81 | 83 | 45 | 43 |

[1] Estimates for districts that supported an alternative school and program are based on the 1,515 districts for which data on percent minority enrollment are available; estimates for services and practices are based on the 840 districts with alternative schools and programs for which data on percent minority enrollment are available.

[2] Estimates for districts that supported an alternative school and program are based on the 1,503 districts for which data on poverty concentration are available; estimates for services and practices are based on the 843 districts with alternative schools and programs for which data on poverty concentration are available. Poverty concentration is based on data from the Bureau of the Census on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

NOTE: Percentages are based on the unified and secondary districts that reported administrating at least one alternative school or program during the 2000–01 school year. Since some of the services are not relevant at the elementary level (e.g., career counseling, preparation for the GED exam, and so on), the 27 elementary districts that were asked questions about services are excluded from the findings presented in this table to ensure comparability across services. Response categories are not mutually exclusive. See *supplemental note 1* for more information on community type and region.

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), tables 1 and 13, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

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# Public Alternative Schools for At-Risk Students

**Table 27-2.** **Number of students enrolled in alternative schools and programs for at-risk students and the percentage distribution of districts with such students enrolled, grouped by the percentage that such students constitute of the total district enrollment, by district characteristics: 2000–01**

| District characteristic | Students enrolled in alternative schools and programs for at-risk students[1] | Districts where students enrolled in alternative schools and programs for at-risk students constitute | | | |
|---|---|---|---|---|---|
| | | Less than 1 percent of total district enrollment | 1 to 1.99 percent of total district enrollment | 2 to 2.99 percent of total district enrollment | 3 or more percent of total district enrollment |
| Total | 613,000 | 43 | 27 | 14 | 16 |
| Community type | | | | | |
| Urban | 245,000 | 36 | 30 | 17 | 16 |
| Suburban | 269,000 | 49 | 26 | 12 | 13 |
| Rural | 99,000 | 38 | 28 | 16 | 18 |
| Enrollment | | | | | |
| Less than 2,500 | 58,000 | 39 | 26 | 15 | 20 |
| 2,500 to 9,999 | 157,000 | 46 | 29 | 13 | 12 |
| 10,000 or more | 397,000 | 46 | 25 | 17 | 12 |
| Region | | | | | |
| Northeast | 91,000 | 63 | 21 | 7 | 8 |
| Southeast | 122,000 | 60 | 25 | 10 | 5 |
| Central | 106,000 | 37 | 31 | 13 | 20 |
| West | 294,000 | 27 | 28 | 22 | 23 |
| Percent minority[2] | | | | | |
| 5 or less | 51,000 | 49 | 26 | 11 | 14 |
| 6 to 20 | 103,000 | 48 | 22 | 14 | 16 |
| 21 to 50 | 159,000 | 38 | 32 | 18 | 12 |
| More than 50 | 293,000 | 34 | 28 | 16 | 22 |
| Poverty concentration[3] | | | | | |
| 10 percent or less | 109,000 | 56 | 24 | 10 | 10 |
| 11 to 20 percent | 239,000 | 40 | 27 | 17 | 16 |
| More than 20 percent | 261,000 | 38 | 29 | 15 | 18 |

[1] Numbers reflect enrollment figures as of October 1, 2000, according to survey results. The number of students enrolled in public alternative schools and programs represents about 1.3 percent of the total number of all students enrolled in public schools (about 47,000,000). The number of special education students with Individualized Education Programs enrolled in public alternative schools and programs represents about 12 percent of the total number of at-risk students enrolled in public alternative schools and programs.

[2] Estimates are based on the 840 districts with alternative schools and programs for which data on percent minority enrollment are available.

[3] Estimates are based on the 843 districts with alternative schools and programs for which data on poverty concentration are available. Poverty concentration is based on data from the Bureau of the Census on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

NOTE: Percentages are based on the 39 percent of districts that reported administrating at least one alternative school or program during the 2000–01 school year. Detail may not sum to totals because of rounding. See *supplemental note 1* for more information on community type and region.

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), tables 2 and 4, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

# Public Alternative Schools for At-Risk Students

**Table 27-3. Number of public alternative schools and programs for at-risk students, number of such schools and programs housed in a separate facility, and percentage distribution of districts with such schools and programs according to the number per district, by district characteristics: 2000–01**

| | Number of public alternative schools and programs | | Districts where the number of public alternative schools and programs for at-risk students per district is | | |
|---|---|---|---|---|---|
| District characteristic | Total | Public alternative schools and programs housed in a separate facility | One | Two | Three or more |
| **Total** | **10,900** | **6,400**[1] | **65** | **18** | **17** |
| Community type | | | | | |
| Urban | 2,200 | 1,400 | 33 | 15 | 52 |
| Suburban | 5,000 | 2,800 | 63 | 19 | 18 |
| Rural | 3,700 | 2,300 | 74 | 17 | 8 |
| Enrollment | | | | | |
| Less than 2,500 | 3,400 | 2,000 | 82 | 11 | 7 |
| 2,500 to 9,999 | 3,600 | 2,300 | 58 | 26 | 16 |
| 10,000 or more | 3,900 | 2,200 | 27 | 17 | 56 |
| Region | | | | | |
| Northeast | 1,600 | 700 | 71 | 13 | 16 |
| Southeast | 2,600 | 1,500 | 71 | 14 | 15 |
| Central | 2,600 | 1,600 | 65 | 21 | 14 |
| West | 4,100 | 2,700 | 60 | 20 | 21 |
| Percent minority[2] | | | | | |
| 5 percent or less | 2,300 | 1,400 | 75 | 15 | 10 |
| 6 to 20 percent | 2,600 | 1,500 | 63 | 20 | 17 |
| 21 to 50 percent | 2,800 | 1,800 | 63 | 16 | 22 |
| More than 50 percent | 3,200 | 1,800 | 58 | 20 | 22 |
| Poverty concentration[3] | | | | | |
| 10 percent or less | 2,500 | 1,400 | 68 | 15 | 16 |
| 11 to 20 percent | 4,600 | 2,700 | 59 | 22 | 20 |
| More than 20 percent | 3,700 | 2,400 | 71 | 15 | 14 |

[1] The number of public alternative schools and programs housed in separate facilities represents about 59 percent of the total number of public alternative schools and programs for at-risk students.

[2] Estimates are based on the 840 districts with alternative schools and programs for which data on percent minority enrollment are available.

[3] Estimates are based on the 843 districts with alternative schools and programs for which data on poverty concentration are available. Poverty concentration is based on data from the Bureau of the Census on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

NOTE: Percentages are based on the 39 percent of districts that reported administrating at least one alternative school or program during the 2000–01 school year. Detail may not sum to totals because of rounding. See *supplemental note 1* for more information on community type and region.

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), tables 2 and 3, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

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# Out-of-Field Teaching in Middle and High School Grades

**Table 28-1. Percentage distribution of public school students according to their teachers' qualifications, by school level and course subject area: 1999–2000**

| | Teacher qualifications | | | |
|---|---|---|---|---|
| Course subject area | Certification and major in field | Major in field without certification | Certification without major in field | Neither major in field nor certification |
| | | Middle grades | | |
| English | 41.7 | 4.5 | 35.1 | 18.6 |
| Foreign language | 39.3 | 9.5 | 32.4 | 18.8 |
| Mathematics | 31.5 | 2.3 | 43.2 | 23.0 |
| Science | 42.8 | 6.5 | 33.6 | 17.2 |
| Biology/life science | 35.8 | 7.8 | 26.3 | 30.1 |
| Physical science | 6.8 | 1.1 | 50.2 | 42.0 |
| Social science | 48.9 | 8.5 | 27.3 | 15.3 |
| History | 29.0 | 2.3 | 54.0 | 14.7 |
| ESL/bilingual education | 27.1 | 10.7 | 26.1 | 36.1 |
| Arts and music | 85.0 | 4.5 | 5.7 | 4.9 |
| Physical education | 81.3 | 5.3 | 10.3 | 3.0 |
| | | High school grades | | |
| English | 70.2 | 7.4 | 15.5 | 6.8 |
| Foreign language | 52.4 | 6.4 | 26.7 | 14.5 |
| Mathematics | 68.6 | 6.8 | 14.5 | 10.1 |
| Science | 72.7 | 8.6 | 12.1 | 6.6 |
| Biology/life science | 55.3 | 7.1 | 26.6 | 11.0 |
| Physical science | 36.9 | 4.5 | 40.5 | 18.1 |
| Chemistry | 38.9 | 5.2 | 42.8 | 13.1 |
| Geology | 21.4 | 2.6 | 38.0 | 37.9 |
| Physics | 33.5 | 8.1 | 40.2 | 18.2 |
| Social science | 72.1 | 8.5 | 12.4 | 7.0 |
| History | 37.5 | 3.5 | 49.2 | 9.8 |
| ESL/bilingual education | 29.2 | 9.0 | 30.6 | 31.1 |
| Arts and music | 80.4 | 8.9 | 5.2 | 5.4 |
| Physical education | 76.1 | 9.8 | 8.9 | 5.2 |

NOTE: Major refers only to a teacher's primary field of study for a bachelor's degree. Middle-level teachers include teachers who taught students in grades 5–9 and did not teach any students in grades 10–12; teachers who taught in grades 5–9 who identified themselves as elementary or special education teachers are classified as elementary-level teachers. High school teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. Not all assignment areas were measured in each Schools and Staffing Survey administration. Detail may not sum to totals because of rounding.

SOURCE: Seastrom, M.M., Gruber, K.J., Henke, R.R., McGrath, D.J., and Cohen, B.A. (2002). *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (NCES 2002–603), tables B-8 and B-9. Data from U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1999–2000 and "Charter Teacher Questionnaire," 1999–2000.

# Beginning Teachers

**Table 29-1. Percentage distributions of full-time public and private school teachers according to years of teaching experience, by selected teacher characteristics: 1999–2000**

| Teacher characteristic | Number of teachers | Average experience (in years) | 5 or fewer years: 3 or fewer years | 5 or fewer years: 4–5 years | 5 or fewer years: Total | More than 5 years: 6–9 years | More than 5 years: 10–19 years | More than 5 years: 20 or more years | More than 5 years: Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Public school teachers | | | | | |
| **Total** | **2,742,000** | **14.8** | **16.0** | **9.1** | **25.0** | **14.1** | **25.6** | **35.3** | **75.0** |
| Sex | | | | | | | | | |
| Male | 700,000 | 15.3 | 16.7 | 9.3 | 26.0 | 14.0 | 21.7 | 38.3 | 74.0 |
| Female | 2,042,000 | 14.6 | 15.7 | 9.0 | 24.7 | 14.2 | 26.9 | 34.2 | 75.3 |
| Race/ethnicity[1] | | | | | | | | | |
| American Indian | 23,000 | 14.2 | 17.8 | 6.1 | 23.9 | 13.9 | 32.2 | 30.0 | 76.1 |
| Asian/Pacific Islander | 44,000 | 12.1 | 21.6 | 13.9 | 35.5 | 16.3 | 22.9 | 25.2 | 64.5 |
| Black | 214,000 | 14.6 | 18.9 | 10.3 | 29.2 | 12.8 | 21.9 | 36.1 | 70.8 |
| White | 2,303,000 | 15.1 | 14.9 | 8.7 | 23.6 | 13.9 | 26.1 | 36.3 | 76.4 |
| Hispanic | 157,000 | 11.0 | 26.0 | 11.8 | 37.8 | 18.2 | 22.3 | 21.7 | 62.2 |
| Have master's degree | | | | | | | | | |
| Yes | 1,248,000 | 18.0 | 6.3 | 5.5 | 11.8 | 12.6 | 28.4 | 47.1 | 88.2 |
| No | 1,443,000 | 12.0 | 24.2 | 12.2 | 36.4 | 15.4 | 23.0 | 25.2 | 63.6 |
| | | | | Private school teachers | | | | | |
| **Total** | **366,000** | **12.4** | **22.7** | **9.7** | **32.4** | **15.7** | **28.1** | **23.8** | **67.6** |
| Sex | | | | | | | | | |
| Male | 86,000 | 13.1 | 23.6 | 9.7 | 33.3 | 15.8 | 23.8 | 27.1 | 66.7 |
| Female | 280,000 | 12.2 | 22.4 | 9.8 | 32.1 | 15.7 | 29.4 | 22.8 | 67.9 |
| Race/ethnicity[1] | | | | | | | | | |
| American Indian | 2,000 | 13.7 | 20.1! | 2.8! | 22.9! | 18.0! | 34.4! | 24.6! | 77.1 |
| Asian/Pacific Islander | 6,000 | 11.5 | 27.6 | 9.1! | 36.8 | 18.9 | 23.2 | 21.1 | 63.2 |
| Black | 14,000 | 10.1 | 32.1 | 15.9 | 47.9 | 9.8! | 27.3 | 14.9 | 52.1 |
| White | 327,000 | 12.7 | 21.8 | 9.4 | 31.2 | 15.9 | 28.0 | 24.9 | 68.8 |
| Hispanic | 17,000 | 9.3 | 30.5 | 13.2 | 43.7 | 15.6 | 30.8 | 9.9 | 56.3 |
| Have master's degree | | | | | | | | | |
| Yes | 120,000 | 16.0 | 11.9 | 7.5 | 19.4 | 13.3 | 31.4 | 35.9 | 80.6 |
| No | 219,000 | 10.9 | 27.1 | 10.3 | 37.5 | 16.8 | 27.2 | 18.6 | 62.5 |

!Interpret data with caution (estimates are unstable).

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 1* for more information on race/ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire" and "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

# Beginning Teachers

**Table 29-2.** **Percentage distributions of full-time public school teachers according to years of teaching experience, by selected school characteristics: 1999–2000**

| | | | 5 or fewer years | | | More than 5 years | | | |
|---|---|---|---|---|---|---|---|---|---|
| School characteristic | Number of teachers | Average experience (in years) | 3 or fewer years | 4–5 years | Total | 6–9 years | 10–19 years | 20 or more years | Total |
| Total | 2,742,000 | 14.8 | 16.0 | 9.1 | 25.0 | 14.1 | 25.6 | 35.3 | 75.0 |
| Grade level taught | | | | | | | | | |
| K–5 | 1,221,000 | 14.5 | 15.9 | 9.2 | 25.1 | 14.6 | 26.1 | 34.1 | 74.9 |
| 6–8 | 650,000 | 14.7 | 16.4 | 9.1 | 25.5 | 13.7 | 25.5 | 35.2 | 74.5 |
| 9–12 | 856,000 | 15.2 | 15.7 | 8.9 | 24.6 | 13.8 | 24.7 | 36.9 | 75.4 |
| Enrollment | | | | | | | | | |
| Less than 300 | 275,000 | 14.7 | 16.1 | 8.5 | 24.5 | 13.6 | 26.9 | 34.9 | 75.5 |
| 300–999 | 1,595,000 | 14.8 | 15.5 | 9.1 | 24.7 | 14.3 | 25.8 | 35.2 | 75.3 |
| 1,000 or more | 638,000 | 14.8 | 17.1 | 9.5 | 26.5 | 13.6 | 24.2 | 35.6 | 73.5 |
| Location | | | | | | | | | |
| Central city | 747,000 | 14.8 | 16.7 | 8.3 | 25.0 | 13.9 | 25.8 | 35.3 | 75.0 |
| Urban fringe/large town | 1,372,000 | 14.6 | 16.4 | 10.0 | 26.4 | 14.1 | 25.2 | 34.3 | 73.6 |
| Rural/small town | 623,000 | 15.1 | 14.1 | 8.0 | 22.1 | 14.4 | 26.3 | 37.2 | 77.9 |
| Region | | | | | | | | | |
| Northeast | 545,000 | 16.4 | 13.9 | 7.3 | 21.2 | 12.5 | 24.9 | 41.3 | 78.8 |
| Midwest | 646,000 | 15.6 | 14.2 | 9.3 | 23.4 | 13.1 | 23.8 | 39.6 | 76.6 |
| South | 1,035,000 | 13.9 | 17.1 | 8.9 | 25.9 | 15.6 | 26.7 | 31.8 | 74.1 |
| West | 516,000 | 13.7 | 18.2 | 11.1 | 29.2 | 14.1 | 26.3 | 30.3 | 70.8 |
| Percent minority | | | | | | | | | |
| Less than 10 | 906,000 | 15.6 | 13.9 | 8.5 | 22.4 | 13.4 | 25.1 | 39.1 | 77.6 |
| 10–24 | 505,000 | 15.0 | 14.2 | 8.8 | 23.1 | 13.4 | 28.2 | 35.3 | 76.9 |
| 25–49 | 496,000 | 14.7 | 15.5 | 8.8 | 24.4 | 14.5 | 25.7 | 35.4 | 75.6 |
| 50–75 | 345,000 | 14.2 | 17.7 | 9.4 | 27.0 | 14.5 | 26.4 | 32.1 | 73.0 |
| More than 75 | 482,000 | 13.4 | 21.0 | 10.4 | 31.4 | 15.4 | 23.1 | 30.1 | 68.6 |
| Percent of students eligible for free or reduced-price lunch | | | | | | | | | |
| Less than 15 | 442,000 | 15.7 | 14.9 | 8.6 | 23.5 | 12.7 | 24.6 | 39.3 | 76.5 |
| 15–29 | 557,000 | 15.1 | 14.3 | 9.1 | 23.3 | 14.4 | 25.8 | 36.5 | 76.7 |
| 30–49 | 666,000 | 14.9 | 15.6 | 8.9 | 24.5 | 13.7 | 25.9 | 35.9 | 75.5 |
| 50–74 | 440,000 | 14.1 | 16.5 | 10.0 | 26.4 | 15.0 | 26.1 | 32.4 | 73.6 |
| 75 or more | 363,000 | 13.7 | 19.7 | 9.6 | 29.3 | 14.9 | 25.1 | 30.7 | 70.7 |
| Percent of students with limited English proficiency | | | | | | | | | |
| Less than 1 | 1,427,000 | 15.3 | 14.8 | 8.4 | 23.2 | 13.3 | 26.1 | 37.4 | 76.8 |
| 1–10 | 671,000 | 14.6 | 15.8 | 10.3 | 26.1 | 14.5 | 24.8 | 34.6 | 73.9 |
| More than 10 | 410,000 | 13.3 | 20.6 | 9.7 | 30.3 | 16.2 | 24.8 | 28.7 | 69.7 |

NOTE: See *supplemental note 1* for more information on location and region. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire and Charter Teacher Questionnaire" and "Public School Questionnaire and Charter School Questionnaire," 1999–2000.

# Beginning Teachers

**Table 29-3. Percentage distributions of full-time private school teachers according to years of teaching experience, by selected school characteristics: 1999–2000**

| School characteristic | Number of teachers | Average experience (in years) | 5 or fewer years: 3 or fewer years | 5 or fewer years: 4–5 years | 5 or fewer years: Total | More than 5 years: 6–9 years | More than 5 years: 10–19 years | More than 5 years: 20 or more years | More than 5 years: Total |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **366,000** | **12.4** | **22.7** | **9.7** | **32.4** | **15.7** | **28.1** | **23.8** | **67.6** |
| Grade level taught | | | | | | | | | |
| K–5 | 153,000 | 12.2 | 22.1 | 9.6 | 31.7 | 16.0 | 30.5 | 21.8 | 68.3 |
| 6–8 | 87,000 | 12.2 | 24.5 | 10.9 | 35.5 | 14.5 | 26.6 | 23.4 | 64.5 |
| 9–12 | 117,000 | 13.2 | 21.8 | 8.9 | 30.6 | 16.1 | 25.5 | 27.7 | 69.4 |
| Enrollment | | | | | | | | | |
| Less than 300 | 172,000 | 11.5 | 25.1 | 11.8 | 36.9 | 15.6 | 27.1 | 20.4 | 63.1 |
| 300–999 | 131,000 | 13.4 | 19.6 | 8.2 | 27.9 | 16.3 | 27.8 | 28.1 | 72.1 |
| 1,000 or more | 22,000 | 14.5 | 15.3 | 5.6 | 20.9 | 15.8 | 34.2 | 29.1 | 79.1 |
| Location | | | | | | | | | |
| Central city | 174,000 | 12.6 | 22.5 | 8.8 | 31.3 | 14.9 | 29.3 | 24.4 | 68.7 |
| Urban fringe/large town | 151,000 | 12.5 | 21.9 | 10.7 | 32.6 | 16.3 | 26.7 | 24.4 | 67.4 |
| Rural/small town | 41,000 | 11.5 | 26.2 | 10.0 | 36.2 | 16.8 | 27.9 | 19.2 | 63.8 |
| Region | | | | | | | | | |
| Northeast | 92,000 | 13.5 | 22.6 | 7.8 | 30.4 | 12.7 | 29.9 | 27.0 | 69.6 |
| Midwest | 92,000 | 13.1 | 20.8 | 10.1 | 31.0 | 14.9 | 27.0 | 27.2 | 69.0 |
| South | 123,000 | 11.4 | 23.4 | 11.2 | 34.6 | 18.4 | 27.2 | 19.8 | 65.4 |
| West | 59,000 | 11.8 | 24.1 | 9.2 | 33.3 | 15.9 | 28.9 | 21.9 | 66.7 |
| Percent minority | | | | | | | | | |
| Less than 10 | 198,000 | 13.1 | 20.5 | 9.0 | 29.5 | 14.9 | 29.7 | 25.8 | 70.5 |
| 10–24 | 82,000 | 11.9 | 21.4 | 11.9 | 33.4 | 18.0 | 26.9 | 21.8 | 66.6 |
| 25–49 | 39,000 | 12.2 | 28.5 | 8.7 | 37.1 | 14.0 | 23.0 | 25.8 | 62.9 |
| 50–75 | 18,000 | 10.1 | 29.9 | 8.6 | 38.5 | 16.7! | 31.1 | 13.7 | 61.5 |
| More than 75 | 28,000 | 11.3 | 28.4 | 11.0 | 39.3 | 16.0 | 25.6 | 19.1 | 60.7 |
| Percent of students with limited English proficiency | | | | | | | | | |
| Less than 1 | 291,000 | 12.7 | 21.7 | 9.8 | 31.5 | 15.3 | 28.7 | 24.5 | 68.5 |
| 1–10 | 27,000 | 11.2 | 23.6 | 11.5 | 35.1 | 21.9 | 22.4 | 20.6 | 65.0 |
| More than 10 | 6,000 | 9.6 | 41.5 | 11.7! | 53.1 | 14.5! | 15.6! | 16.8! | 46.9 |

!Interpret data with caution (estimates are unstable).

NOTE: See *supplemental note 1* for more information on location and region. Data for free or reduced-price lunch eligibility are not shown due to high rates of nonresponse. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Private Teacher Questionnaire" and "Private School Questionnaire," 1999–2000.

# Size of High Schools

**Table 30-1. Number and percentage distribution of secondary schools according to enrollment, by selected school characteristics: 1999–2000**

| | | Enrollment | | | |
|---|---|---|---|---|---|
| School characteristic | All schools | Less than 300 | 300–599 | 600–899 | 900 or more |
| **Total** | **23,500** | **34.9** | **22.4** | **14.6** | **28.1** |
| Sector | | | | | |
| Public | 20,900 | 31.7 | 22.5 | 15.3 | 30.5 |
| Private | 2,600 | 61.5 | 21.8 | 8.7 | 8.0 |
| Type | | | | | |
| Regular | 19,900 | 27.3 | 24.3 | 16.1 | 32.4 |
| Special education | 200 | 98.7 | # | # | ‡ |
| Vocational education | 700 | 28.7 | 31.0 | 26.0 | 14.4! |
| Alternative | 2,600 | 89.2 | 7.9! | 1.8! | 1.1! |
| Region | | | | | |
| Northeast | 3,800 | 20.7 | 27.8 | 18.5 | 33.1 |
| Midwest | 7,200 | 41.4 | 24.7 | 14.4 | 19.5 |
| South | 6,900 | 27.8 | 24.4 | 16.2 | 31.6 |
| West | 5,500 | 45.4 | 13.2 | 10.1 | 31.3 |
| Location | | | | | |
| Central city | 4,900 | 26.8 | 16.5 | 12.5 | 44.2 |
| Urban fringe/large town | 9,800 | 25.0 | 19.5 | 18.3 | 37.2 |
| Rural/small town | 8,700 | 50.8 | 29.0 | 11.7 | 8.5 |
| Percent minority | | | | | |
| Less than 10 | 10,200 | 38.6 | 27.3 | 16.0 | 18.1 |
| 10–24 | 4,600 | 36.1 | 19.3 | 13.0 | 31.6 |
| 25–49 | 3,600 | 28.2 | 18.5 | 14.3 | 39.0 |
| 50–75 | 2,300 | 32.6 | 14.5 | 15.2 | 37.7 |
| More than 75 | 2,800 | 30.3 | 20.8 | 12.2 | 36.7 |
| Percent of students in school eligible for free or reduced-price lunch[1] | | | | | |
| Less than 15 | 5,900 | 13.5 | 21.8 | 19.1 | 45.6 |
| 15–29 | 4,800 | 28.3 | 25.4 | 16.5 | 29.8 |
| 30–49 | 4,100 | 35.6 | 22.5 | 14.2 | 27.7 |
| 50–74 | 3,000 | 43.3 | 22.3 | 13.8 | 20.7 |
| 75 or more | 2,200 | 53.2 | 21.9 | 7.2 | 17.7 |
| Percent of students with limited English proficiency | | | | | |
| Less than 1 | 17,000 | 40.0 | 24.6 | 14.3 | 21.1 |
| 1–10 | 4,700 | 22.0 | 17.9 | 15.6 | 44.4 |
| More than 10 | 1,800 | 20.7 | 13.6 | 14.9 | 50.7 |

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

[1] Data for public schools only.

NOTE: See *supplemental note 1* for more information on region and location. Data include teachers in regular, special education, vocational education, and alternative high schools. Secondary schools include all schools with no grade below grade 7 and with one grade at grade 9 or higher. A secondary school may include an ungraded class. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

# Size of High Schools

**Table 30-2.** **Percentage of regular secondary school teachers who thought that certain issues were a "serious" problem in their schools, by location and enrollment: 1999–2000**

| School characteristic | Students unprepared to learn | Student apathy | Student tardiness | Student absentee-ism | Students dropping out | Physical conflicts among students | Student alcohol use | Student drug abuse |
|---|---|---|---|---|---|---|---|---|
| Total | 32.4 | 31.6 | 16.0 | 23.1 | 10.4 | 3.5 | 19.4 | 15.0 |
| Enrollment | | | | | | | | |
| Less than 300 | 24.9 | 23.9 | 8.4 | 13.4 | 4.9 | 2.2 | 22.6 | 12.3 |
| 300–599 | 28.8 | 28.1 | 9.9 | 14.1 | 6.6 | 1.9 | 21.7 | 13.9 |
| 600–899 | 33.1 | 31.9 | 12.8 | 19.5 | 7.3 | 3.5 | 18.5 | 13.7 |
| 900 or more | 34.4 | 33.7 | 19.8 | 28.1 | 13.2 | 4.2 | 18.6 | 16.1 |
| Location and enrollment | | | | | | | | |
| Central city | 42.3 | 36.9 | 25.9 | 35.1 | 18.5 | 6.4 | 15.2 | 14.9 |
| Less than 300 | 20.4! | 16.6! | 15.5! | 9.6! | 5.8! | 5.1! | 5.6! | 7.2! |
| 300–599 | 27.6 | 21.3 | 14.5 | 15.0 | 4.9! | 3.3! | 9.1 | 5.5 |
| 600–899 | 40.8 | 32.0 | 19.0 | 28.2 | 8.8 | 6.4! | 8.5 | 7.5 |
| 900 or more | 45.1 | 40.1 | 28.4 | 39.3 | 21.8 | 6.8 | 17.1 | 17.2 |
| Urban fringe/large town | 27.8 | 28.8 | 14.0 | 19.2 | 6.9 | 2.5 | 18.4 | 14.1 |
| Less than 300 | 27.0 | 25.8 | 10.0 | 16.9 | 6.9! | 2.4! | 20.3 | 13.6 |
| 300–599 | 25.1 | 25.9 | 8.7 | 11.1 | 4.1 | 1.4! | 18.9 | 12.0 |
| 600–899 | 28.6 | 29.6 | 11.6 | 16.3 | 5.4 | 2.4! | 17.4 | 12.8 |
| 900 or more | 28.2 | 29.3 | 15.8 | 21.6 | 7.8 | 2.8 | 18.4 | 14.9 |
| Rural/small town | 31.5 | 32.0 | 10.0 | 18.5 | 9.3 | 2.5 | 26.0 | 16.9 |
| Less than 300 | 25.0 | 24.5 | 6.8 | 13.0 | 4.2 | 1.7 | 25.8 | 12.7 |
| 300–599 | 32.0 | 31.5 | 9.8 | 16.3 | 9.1 | 2.0 | 26.9 | 17.5 |
| 600–899 | 36.4 | 36.0 | 11.5 | 19.9 | 9.5 | 3.6 | 26.2 | 18.9 |
| 900 or more | 33.7 | 37.6 | 12.4 | 26.9 | 15.1 | 3.4 | 24.7 | 19.1 |

!Interpret data with caution (estimates are unstable).

NOTE: See *supplemental note 1* for more information on location. Data include regular high school teachers only; teachers in special education, vocational education, and alternative high schools are excluded. Secondary schools include all schools with no grade below grade 7 and with one grade at grade 9 or higher. A secondary school may include an ungraded class.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire," 1999–2000.

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# Student Victimization

**Table 31-1. Number and percentage of students ages 12–18 who reported criminal victimization at school, by student characteristics: 1999**

| Student characteristic | Number of students (thousands) | Victimization Any[1] | Violent[2] | Property[3] |
|---|---|---|---|---|
| **Total** | **24,614** | **12.2** | **4.0** | **7.7** |
| Sex | | | | |
| Male | 12,631 | 12.6 | 4.5 | 7.6 |
| Female | 11,983 | 11.8 | 3.5 | 7.8 |
| Race/ethnicity[4] | | | | |
| Black | 3,826 | 17.0 | 5.8 | 10.8 |
| White | 16,211 | 11.6 | 3.6 | 7.5 |
| Other[5] | 1,127 | 11.6 | 3.4 | 6.3 |
| Hispanic | 3,450 | 10.0 | 4.0 | 5.6 |
| Grade level | | | | |
| 6–8 | 10,181 | 14.1 | 5.1 | 8.4 |
| 9–10 | 7,516 | 12.1 | 3.9 | 8.2 |
| 11–12 | 6,918 | 9.5 | 2.5 | 6.2 |
| Family household income | | | | |
| Less than $15,000 | 2,866 | 13.6 | 5.2 | 7.8 |
| $15,000–29,999 | 4,206 | 12.8 | 5.1 | 7.9 |
| $30,000–49,999 | 5,511 | 12.2 | 4.0 | 8.0 |
| $50,000–74,999 | 4,267 | 13.5 | 4.3 | 8.1 |
| $75,000 or more | 4,267 | 11.0 | 2.5 | 8.0 |
| Place of residence | | | | |
| Urban | 6,541 | 12.7 | 3.9 | 8.4 |
| Suburban | 12,936 | 11.9 | 4.2 | 7.4 |
| Rural | 5,138 | 12.3 | 3.7 | 7.6 |
| Type of school attended | | | | |
| Public | 22,232 | 12.6 | 4.4 | 7.9 |
| Private | 2,372 | 8.5 | 0.4 | 5.8 |

[1] "Any victimization" is a combination of "violent victimization" and "property victimization." If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the any victimization category. Also, any victimization includes those students who reported being victimized but did not provide enough information about the victimization for it to be classified as violent or property.

[2] Violent victimization includes any physical attack (i.e., rape, sexual assault, robbery, or assault, including attempts and threats) or taking of property directly from a student using force, weapons, or threats at school.

[3] Property victimization includes theft of a student's property at school.

[4] Black includes African-American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[5] Other includes Asians, Pacific Islanders (including Native Hawaiian), and American Indians (including Alaska Natives).

NOTE: Includes only 12- through 18-year-olds who were in primary or secondary education programs leading to a high school diploma. Detail may not sum to totals because of rounding and missing cases.

SOURCE: Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331), table 1, and unpublished tabulations. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

# Student Victimization

**Table 31-2. Number and percentage of students ages 12–18 who reported criminal victimization at school, by perception of conditions at school: 1999**

| Perception of conditions at school | Number of students (thousands) | Victimization<br>Any[1] | Violent[2] | Property[3] |
|---|---|---|---|---|
| Total | 24,614 | 12.2 | 4.0 | 7.7 |
| Student reports street gangs at school | | | | |
| Yes | 4,252 | 18.4 | 8.4 | 11.3 |
| No | 15,494 | 10.8 | 2.8 | 7.1 |
| Do not know | 3,908 | 11.7 | 4.6 | 6.9 |
| Student reports knowing a student who brought a gun to school | | | | |
| Yes | 1,847 | 20.1 | 9.8 | 10.7 |
| No | 22,566 | 11.6 | 3.5 | 7.4 |
| Student reports seeing a student with a gun at school | | | | |
| Yes | 690 | 24.3 | 10.7 | 13.3 |
| No | 23,743 | 11.9 | 3.8 | 7.6 |
| Do not know | 27 | ‡ | ‡ | ‡ |

‡Reporting standards not met (too few cases).

[1] "Any victimization" is a combination of "violent victimization" and "property victimization." If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the any victimization category. Also, any victimization includes those students who reported being victimized but did not provide enough information about the victimization for it to be classified as violent or property.

[2] Violent victimization includes any physical attack (i.e., rape, sexual assault, robbery, or assault, including attempts and threats) or taking of property directly from a student using force, weapons, or threats at school.

[3] Property victimization includes theft of a student's property at school.

NOTE: Includes only 12- through 18-year-olds who were in primary or secondary education programs leading to a high school diploma. Detail may not sum to totals because of rounding and missing cases. Some data have been revised from previously published figures.

SOURCE: Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331), table 1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

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# Undergraduate Diversity

**Table 32-1. Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000**

| | | | Public 4-year | | Private not-for-profit | | Public |
|---|---|---|---|---|---|---|---|
| Student characteristics | Total[1] | 4-year total[2] | Doctoral | Nondoctoral | Doctoral | Nondoctoral | 2-year |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| Sex | | | | | | | |
| Male | 43.7 | 44.7 | 47.1 | 42.5 | 46.0 | 41.4 | 43.7 |
| Female | 56.3 | 55.3 | 52.9 | 57.5 | 54.0 | 58.6 | 56.3 |
| Race/ethnicity[3] | | | | | | | |
| American Indian | 1.0 | 0.8 | 0.7 | 0.8 | 0.5 | 1.2 | 1.3 |
| Asian/Pacific Islander | 6.4 | 6.7 | 8.0 | 5.7 | 8.8 | 3.4 | 6.1 |
| Black | 12.6 | 10.9 | 10.2 | 12.7 | 10.8 | 10.0 | 13.2 |
| White | 67.8 | 71.0 | 72.4 | 68.9 | 69.1 | 71.7 | 66.4 |
| Hispanic | 12.2 | 10.7 | 8.6 | 11.9 | 10.8 | 13.7 | 12.9 |
| Age | | | | | | | |
| 18 and under | 9.5 | 10.9 | 10.8 | 10.0 | 14.0 | 10.1 | 8.5 |
| 19–23 | 47.7 | 58.3 | 62.1 | 53.3 | 65.2 | 51.8 | 36.6 |
| 24–29 | 17.0 | 14.5 | 15.5 | 16.7 | 9.0 | 13.1 | 18.4 |
| 30–39 | 13.9 | 9.4 | 6.7 | 12.0 | 6.1 | 14.1 | 18.5 |
| 40 and above | 11.9 | 6.9 | 4.9 | 8.0 | 5.7 | 10.9 | 17.9 |
| Average age | 26.4 | 24.2 | 23.4 | 25.0 | 23.0 | 25.7 | 28.9 |
| Dependency status | | | | | | | |
| Dependent | 49.1 | 62.7 | 66.0 | 56.3 | 73.4 | 56.7 | 36.3 |
| Independent | 50.9 | 37.3 | 34.0 | 43.7 | 26.6 | 43.3 | 63.7 |
| Respondent has dependents | | | | | | | |
| No | 73.1 | 82.1 | 85.3 | 77.5 | 87.3 | 77.3 | 65.5 |
| Yes | 26.9 | 18.0 | 14.7 | 22.5 | 12.8 | 22.7 | 34.5 |
| Single parent[4] | | | | | | | |
| No | 86.7 | 91.0 | 91.9 | 88.9 | 93.1 | 90.2 | 83.6 |
| Yes | 13.3 | 9.0 | 8.1 | 11.1 | 6.9 | 9.8 | 16.4 |
| Employment[5] | | | | | | | |
| Full-time | 39.3 | 26.4 | 21.7 | 32.1 | 20.3 | 33.8 | 53.8 |
| Part time | 40.8 | 50.7 | 53.9 | 47.7 | 52.4 | 46.3 | 30.4 |
| Not working | 19.9 | 22.9 | 24.4 | 20.3 | 27.3 | 19.9 | 15.8 |
| Disability status[6] | | | | | | | |
| No disability | 90.7 | 92.3 | 92.5 | 91.8 | 93.9 | 91.6 | 89.3 |
| Disability or difficulty | 9.3 | 7.7 | 7.5 | 8.2 | 6.1 | 8.5 | 10.7 |
| Citizenship | | | | | | | |
| Citizens | 93.0 | 93.9 | 93.8 | 94.0 | 91.7 | 95.5 | 92.2 |
| Student and parent(s) foreign-born | 4.2 | 3.5 | 3.3 | 4.1 | 4.5 | 2.4 | 5.0 |
| Only parent(s) foreign-born | 10.1 | 9.9 | 10.4 | 8.9 | 14.5 | 6.8 | 10.0 |
| All other citizens | 78.6 | 80.5 | 80.0 | 81.0 | 72.8 | 86.3 | 77.3 |
| Permanent residents | 5.1 | 3.9 | 4.1 | 4.6 | 3.7 | 2.5 | 6.1 |
| Foreign students with visa | 2.0 | 2.3 | 2.2 | 1.5 | 4.6 | 2.1 | 1.7 |

See notes at end of table.

**Table 32-1. Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000—Continued**

| Student characteristics | Total[1] | 4-year total[2] | Public 4-year | | Private not-for-profit | | Public |
|---|---|---|---|---|---|---|---|
| | | | Doctoral | Nondoctoral | Doctoral | Nondoctoral | 2-year |
| Home language | | | | | | | |
| English | 87.3 | 89.3 | 89.1 | 89.1 | 87.2 | 91.4 | 85.6 |
| Other than English | 12.7 | 10.7 | 10.9 | 11.0 | 12.8 | 8.6 | 14.4 |
| Attendance | | | | | | | |
| Full-time | 52.1 | 68.5 | 69.1 | 62.7 | 77.3 | 69.3 | 30.5 |
| Part-time | 47.9 | 31.5 | 30.9 | 37.3 | 22.7 | 30.7 | 69.5 |
| Delayed enrollment[7] | | | | | | | |
| Did not delay | 54.5 | 67.8 | 71.9 | 62.7 | 72.5 | 61.8 | 41.3 |
| Delayed | 45.5 | 32.2 | 28.1 | 37.3 | 27.5 | 38.3 | 58.7 |
| High school attainment[8] | | | | | | | |
| High school diploma | 93.4 | 97.3 | 98.4 | 96.1 | 98.4 | 95.6 | 90.0 |
| GED or other equivalency | 5.2 | 2.1 | 1.1 | 3.4 | 1.0 | 3.7 | 7.9 |
| High school completion certificate | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.4 |
| No diploma or equivalent | 1.1 | 0.3 | 0.3 | 0.4 | 0.4 | 0.4 | 1.7 |

[1] Total includes students in institution types not listed here and students who attended more than one institution.

[2] Four-year total does not include students enrolled in private for-profit institutions.

[3] Students who identified their race as "other" (about 1 percent) are not included in this variable in order to make it comparable to the NPSAS 1990 categories. In 1999–2000, 2 percent of students chose more than one race. These students were then asked which single race best described them and were coded as such. American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[4] Includes some students with dependents other than children.

[5] Students who were employed full time worked 35 or more hours per a week.

[6] Students reported sensory or mobility limitation or another condition that created difficulties.

[7] Students are considered to have delayed enrollment if there was 1 year or more between their high school graduation date and date of first enrollment in postsecondary education.

[8] Students who attended a foreign high school (about 1 percent) are not included in this variable in order to make it comparable to the NPSAS 1990 categories.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 1* for definitions of the racial/ethnic categories. See *supplemental note 8* for information about postsecondary institution classifications.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

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# Undergraduate Diversity

**Table 32-2. Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1989–90**

| Student characteristics | Total[1] | 4-year total[2] | Public 4-year |  | Private not-for-profit |  | Public 2-year |
|---|---|---|---|---|---|---|---|
|  |  |  | Doctoral | Nondoctoral | Doctoral | Nondoctoral |  |
| **Total** | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Sex |  |  |  |  |  |  |  |
| Male | 44.6 | 47.0 | 48.8 | 45.2 | 50.5 | 44.3 | 43.3 |
| Female | 55.4 | 53.0 | 51.2 | 54.8 | 49.5 | 55.7 | 56.7 |
| Race/ethnicity[3] |  |  |  |  |  |  |  |
| American Indian | 0.8 | 0.6 | 0.6 | 0.5 | 0.5 | 0.5 | 1.1 |
| Asian/Pacific Islander | 4.7 | 4.6 | 4.6 | 5.0 | 7.0 | 2.7 | 5.1 |
| Black | 10.2 | 8.4 | 7.9 | 10.0 | 7.2 | 7.7 | 10.0 |
| White | 75.9 | 79.6 | 81.0 | 78.0 | 76.6 | 81.0 | 75.2 |
| Hispanic | 8.4 | 6.8 | 5.8 | 6.6 | 8.7 | 8.1 | 8.7 |
| Age |  |  |  |  |  |  |  |
| 18 and under | 10.9 | 13.2 | 13.0 | 11.9 | 16.0 | 14.2 | 9.0 |
| 19–23 | 46.9 | 58.5 | 61.5 | 56.1 | 62.5 | 53.7 | 33.3 |
| 24–29 | 16.7 | 13.7 | 13.8 | 15.4 | 11.2 | 12.4 | 19.2 |
| 30–39 | 15.6 | 9.6 | 8.1 | 10.9 | 7.0 | 12.1 | 22.2 |
| 40 and above | 10.0 | 5.0 | 3.6 | 5.7 | 3.3 | 7.6 | 16.2 |
| Average age | 26.0 | 23.5 | 23.0 | 24.1 | 22.5 | 24.3 | 28.9 |
| Dependency status |  |  |  |  |  |  |  |
| Dependent | 47.9 | 64.2 | 66.8 | 59.5 | 72.0 | 61.8 | 32.9 |
| Independent | 52.1 | 35.8 | 33.2 | 40.5 | 28.0 | 38.2 | 67.1 |
| Respondent has dependents |  |  |  |  |  |  |  |
| No | 75.8 | 86.6 | 88.9 | 84.3 | 91.7 | 82.5 | 66.2 |
| Yes | 24.3 | 13.4 | 11.1 | 15.7 | 8.3 | 17.5 | 33.8 |
| Employment[4] |  |  |  |  |  |  |  |
| Full-time | 32.0 | 23.3 | 20.6 | 25.0 | 19.2 | 28.8 | 43.8 |
| Part-time | 49.8 | 61.2 | 64.0 | 59.6 | 63.8 | 56.7 | 37.0 |
| Not working | 18.2 | 15.5 | 15.4 | 15.4 | 17.0 | 14.6 | 19.3 |
| High school attainment |  |  |  |  |  |  |  |
| High school diploma | 92.1 | 97.8 | 98.3 | 97.2 | 98.2 | 97.3 | 89.9 |
| GED or other equivalency | 4.8 | 1.6 | 1.2 | 2.1 | 0.8 | 2.1 | 6.9 |
| High school completion certificate | 0.6 | 0.5 | 0.3 | 0.6 | 0.8 | 0.4 | 0.6 |
| No diploma or equivalent | 2.5 | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 2.6 |

[1] Total includes students in institution types not listed here and students who attended more than one institution.

[2] Four-year total does not include students enrolled in private for-profit institutions.

[3] American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[4] Students who were employed full time worked 35 or more hours per a week.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 1* for definitions of the racial/ethnic categories. See *supplemental note 8* for information about postsecondary institution classifications.

SOURCE: U.S. Department of Education, NCES, 1989–90 National Postsecondary Student Aid Study (NPSAS: 1990).

# Degrees and Fields of Study

**Table 33-1. Number of associate's degrees conferred by Title IV degree-granting institutions, by field of study: 1990–91 through 2000–01**

[Associate's degrees conferred rounded to hundreds]

| Field of study | 1990–91 | 1991–92 | 1992–93 | 1993–94 | 1994–95 | 1995–96 |
|---|---|---|---|---|---|---|
| **Total**[1] | **481,700** | **504,200** | **514,800** | **530,600** | **539,700** | **555,200** |
| Liberal arts and sciences, general studies, and humanities | 142,700 | 154,600 | 158,000 | 165,100 | 170,800 | 175,000 |
| Business management and administrative services | 89,500 | 93,800 | 91,700 | 92,300 | 90,100 | 93,500 |
| Health professions and related sciences | 70,800 | 79,500 | 86,200 | 94,600 | 98,500 | 101,900 |
| Engineering-related technologies | 37,900 | 35,900 | 36,300 | 35,600 | 34,700 | 33,000 |
| Computer and information sciences | 7,700 | 9,300 | 9,200 | 9,300 | 9,200 | 9,700 |
| Visual and performing arts | 9,100 | 11,900 | 12,700 | 13,200 | 12,500 | 13,500 |
| Protective services | 13,600 | 15,100 | 16,800 | 18,200 | 19,700 | 19,200 |

| Field of study | 1996–97 | 1997–98 | 1998–99 | 1999–2000 | 2000–01 |
|---|---|---|---|---|---|
| **Total**[1] | **571,200** | **558,600** | **560,000** | **564,900** | **578,900** |
| Liberal arts and sciences, general studies, and humanities | 181,300 | 186,200 | 182,000 | 187,500 | 196,800 |
| Business management and administrative services | 95,500 | 91,400 | 91,200 | 92,300 | 93,100 |
| Health professions and related sciences | 98,900 | 92,000 | 90,600 | 84,100 | 82,200 |
| Engineering-related technologies | 33,800 | 32,700 | 34,000 | 35,400 | 34,500 |
| Computer and information sciences | 11,000 | 13,900 | 17,000 | 20,500 | 26,300 |
| Visual and performing arts | 13,600 | 15,000 | 17,600 | 17,100 | 18,400 |
| Protective services | 19,900 | 19,000 | 17,400 | 16,300 | 16,400 |

[1] Total includes other fields not shown.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 250. Data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System, "Completions Surveys" (IPEDS-C:90–01), 1990–91 through 2000–01.

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# Degrees and Fields of Study

**Table 33-2. Number of associate's degrees conferred by Title IV degree-granting institutions, percentage of total, and percentage change, by field of study: 1990–91, 1995–96, and 2000–01**

[Associate's degrees conferred rounded to hundreds]

| | 1990–91 | | 1995–96 | | Percent change | 2000–01 | | Percent change | Percent change |
|---|---|---|---|---|---|---|---|---|---|
| Field of study | Number of degrees | Percent of total | Number of degrees | Percent of total | 1990–91 to 1995–96 | Number of degrees | Percent of total | 1995–96 to 2000–01 | 1990–91 to 2000–01 |
| **Total[1]** | **481,700** | **100.0** | **555,200** | **100.0** | **15.3** | **578,900** | **100.0** | **4.3** | **20.2** |
| Liberal arts and sciences, general studies, and humanities | 142,700 | 29.6 | 175,000 | 31.5 | 22.6 | 196,800 | 34.0 | 12.5 | 37.9 |
| Business management and administrative services | 89,500 | 18.6 | 93,500 | 16.8 | 4.4 | 93,100 | 16.1 | 0.4 | 3.9 |
| Health professions and related sciences | 70,800 | 14.7 | 101,900 | 18.3 | 43.8 | 82,200 | 14.2 | -19.3 | 16.0 |
| Engineering-related technologies | 37,900 | 7.9 | 33,000 | 5.9 | -12.9 | 34,500 | 6.0 | 4.4 | -9.0 |
| Computer and information sciences | 7,700 | 1.6 | 9,700 | 1.7 | 25.8 | 26,300 | 4.6 | 172.7 | 243.1 |
| Visual and performing arts | 9,100 | 1.9 | 13,500 | 2.4 | 48.3 | 18,400 | 3.2 | 36.2 | 102.0 |
| Protective services | 13,600 | 2.8 | 19,200 | 3.5 | 41.5 | 16,400 | 2.8 | -14.4 | 21.1 |
| Mechanics and repairers | 7,600 | 1.6 | 12,500 | 2.3 | 63.9 | 12,700 | 2.2 | 1.0 | 65.6 |
| Precision production trades | 9,100 | 1.9 | 10,200 | 1.8 | 12.4 | 11,500 | 2.0 | 12.5 | 26.4 |
| Multi/interdisciplinary studies | 7,500 | 1.5 | 8,600 | 1.6 | 15.5 | 10,400 | 1.8 | 21.2 | 40.0 |
| Consumer and personal services | 2,500 | 0.5 | 7,700 | 1.4 | 209.6 | 10,400 | 1.8 | 35.1 | 318.2 |
| Education | 7,800 | 1.6 | 9,800 | 1.8 | 24.3 | 9,200 | 1.6 | -5.4 | 17.6 |
| Home economics and vocational home economics | 8,100 | 1.7 | 8,200 | 1.5 | 1.5 | 8,600 | 1.5 | 5.3 | 7.0 |
| Law and legal studies | 5,500 | 1.1 | 9,100 | 1.6 | 66.0 | 6,900 | 1.2 | -24.7 | 25.0 |
| Agriculture and natural resources | 4,900 | 1.0 | 6,200 | 1.1 | 25.9 | 6,600 | 1.1 | 7.6 | 35.4 |
| Marketing operations/marketing and distribution | 12,700 | 2.6 | 6,000 | 1.1 | -53.1 | 5,300 | 0.9 | -10.8 | -58.2 |
| Social sciences and history | 2,500 | 0.5 | 4,000 | 0.7 | 60.5 | 5,100 | 0.9 | 27.6 | 104.9 |
| Public administration and services | 2,800 | 0.6 | 4,200 | 0.8 | 51.8 | 3,300 | 0.6 | -21.0 | 19.9 |
| Communications | 1,800 | 0.4 | 2,200 | 0.4 | 18.4 | 2,900 | 0.5 | 34.8 | 59.7 |
| Construction trades | 1,800 | 0.4 | 2,100 | 0.4 | 19.4 | 2,700 | 0.5 | 25.3 | 49.6 |
| Physical sciences and science technologies | 2,100 | 0.4 | 2,600 | 0.5 | 24.9 | 2,300 | 0.4 | -10.5 | 11.8 |
| Communications technologies | 2,000 | 0.4 | 1,800 | 0.3 | -13.5 | 2,000 | 0.3 | 12.9 | -2.4 |
| Engineering | 2,500 | 0.5 | 2,200 | 0.4 | -10.4 | 1,800 | 0.3 | -16.9 | -25.5 |
| Psychology | 1,000 | 0.2 | 1,600 | 0.3 | 58.8 | 1,600 | 0.3 | -1.8 | 55.9 |
| Biological/life sciences | 1,100 | 0.2 | 2,000 | 0.4 | 82.0 | 1,400 | 0.2 | -29.1 | 29.0 |
| Transportation and material moving workers | 2,600 | 0.5 | 1,600 | 0.3 | -39.8 | 1,100 | 0.2 | -32.0 | -59.1 |
| English language and literature/letters | 400 | 0.1 | 1,300 | 0.2 | 207.5 | 900 | 0.2 | -33.1 | 105.9 |
| Parks, recreation, leisure, and fitness studies | 400 | 0.1 | 900 | 0.2 | 120.2 | 800 | 0.1 | -10.1 | 97.9 |
| Mathematics | 700 | 0.1 | 800 | 0.1 | 13.1 | 700 | 0.1 | -8.3 | 3.7 |
| Theological studies/religious vocations | 600 | 0.1 | 600 | 0.1 | 5.2 | 600 | 0.1 | -5.3 | -0.3 |
| Foreign languages and literatures | 300 | 0.1 | 600 | 0.1 | 85.6 | 500 | 0.1 | -12.9 | 61.8 |
| Not classified by field of study | 19,700 | 4.1 | 1,600 | 0.3 | -91.9 | 600 | 0.1 | -63.3 | -97.0 |

[1] Fields in which fewer than 500 degrees were awarded in 2000–01 are not shown separately but are included in the total. These fields include architecture and related programs; area, ethnic, and cultural studies; R.O.T.C. and military technologies; library science; and philosophy and religion.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 250. Data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90–01), 1990–91, 1995–96, and 2000–01.

# Degrees and Fields of Study

**Table 33-3.** **Number of bachelor's degrees conferred by Title IV degree-granting institutions, percentage of total, and percentage change, by field of study: 1990–91, 1995–96, and 2000–01**

[Bachelor's degrees conferred rounded to hundreds]

| Field of study | 1990–91 |  | 1995–96 |  | Percent change | 2000–01 |  | Percent change | Percent change |
|---|---|---|---|---|---|---|---|---|---|
|  | Number of degrees | Percent of total | Number of degrees | Percent of total | 1990–91 to 1995–96 | Number of degrees | Percent of total | 1995–96 to 2000–01 | 1990–91 to 2000–01 |
| **Total**[1] | **1,094,500** | **100.0** | **1,164,800** | **100.0** | **6.4** | **1,244,200** | **100.0** | **6.8** | **13.7** |
| Business[2] | 249,300 | 22.8 | 227,100 | 19.5 | -8.9 | 265,700 | 21.4 | 17.0 | 6.6 |
| Social sciences and history | 125,100 | 11.4 | 126,500 | 10.9 | 1.1 | 128,000 | 10.3 | 1.2 | 2.3 |
| Education | 110,800 | 10.1 | 105,500 | 9.1 | -4.8 | 105,600 | 8.5 | 0.1 | -4.7 |
| Psychology | 58,700 | 5.4 | 73,300 | 6.3 | 25.0 | 73,500 | 5.9 | 0.3 | 25.4 |
| Health professions and related sciences | 59,100 | 5.4 | 84,000 | 7.2 | 42.3 | 73,500 | 5.9 | -12.5 | 24.4 |
| Visual and performing arts | 42,200 | 3.9 | 49,300 | 4.2 | 16.9 | 61,100 | 4.9 | 24.0 | 44.9 |
| Biological/life sciences | 39,500 | 3.6 | 61,000 | 5.2 | 54.3 | 60,600 | 4.9 | -0.7 | 53.2 |
| Engineering | 61,500 | 5.6 | 62,100 | 5.3 | 0.9 | 58,100 | 4.7 | -6.5 | -5.6 |
| Communications | 51,700 | 4.7 | 47,300 | 4.1 | -8.4 | 58,000 | 4.7 | 22.6 | 12.3 |
| English language and literature/letters | 51,800 | 4.7 | 50,700 | 4.4 | -2.2 | 51,400 | 4.1 | 1.4 | -0.8 |
| Computer and information sciences | 25,100 | 2.3 | 24,100 | 2.1 | -3.9 | 42,000 | 3.4 | 74.1 | 67.3 |
| Liberal arts and sciences, general studies, and humanities | 30,500 | 2.8 | 34,000 | 2.9 | 11.4 | 38,000 | 3.1 | 11.7 | 24.4 |
| Multi/interdisciplinary studies | 17,600 | 1.6 | 26,500 | 2.3 | 51.0 | 26,000 | 2.1 | -1.9 | 48.0 |
| Protective services | 16,800 | 1.5 | 24,800 | 2.1 | 47.6 | 25,200 | 2.0 | 1.6 | 50.0 |
| Agriculture and natural resources | 13,100 | 1.2 | 21,400 | 1.8 | 63.3 | 23,400 | 1.9 | 9.1 | 78.2 |
| Parks, recreation, leisure, and fitness studies | 4,300 | 0.4 | 14,000 | 1.2 | 224.1 | 19,600 | 1.6 | 39.9 | 353.4 |
| Public administration and services | 14,400 | 1.3 | 19,800 | 1.7 | 38.3 | 19,400 | 1.6 | -2.0 | 35.5 |
| Physical sciences and science technologies | 16,300 | 1.5 | 19,600 | 1.7 | 20.2 | 18,000 | 1.4 | -8.5 | 10.0 |
| Home economics and vocational home economics | 14,900 | 1.4 | 15,800 | 1.4 | 6.1 | 17,800 | 1.4 | 12.5 | 19.4 |
| Foreign languages and literatures | 13,100 | 1.2 | 14,000 | 1.2 | 6.2 | 15,100 | 1.2 | 8.6 | 15.3 |
| Engineering-related technologies[3] | 17,100 | 1.6 | 15,300 | 1.3 | -10.5 | 14,200 | 1.1 | -7.4 | -17.1 |
| Mathematics | 15,300 | 1.4 | 13,100 | 1.1 | -14.2 | 11,700 | 0.9 | -11.2 | -23.7 |
| Philosophy and religion | 7,300 | 0.7 | 7,400 | 0.6 | 1.0 | 8,600 | 0.7 | 15.9 | 17.0 |
| Architecture and related programs | 9,800 | 0.9 | 8,400 | 0.7 | -14.6 | 8,500 | 0.7 | 1.5 | -13.3 |
| Theological studies/religious vocations | 4,800 | 0.4 | 5,400 | 0.5 | 11.3 | 7,000 | 0.6 | 30.0 | 44.8 |
| Area, ethnic, and cultural studies | 4,900 | 0.4 | 5,800 | 0.5 | 18.5 | 6,300 | 0.5 | 9.2 | 29.3 |
| Transportation and material moving workers | 2,600 | 0.2 | 3,600 | 0.3 | 35.8 | 3,700 | 0.3 | 5.3 | 42.9 |
| Law and legal studies | 1,800 | 0.2 | 2,100 | 0.2 | 16.7 | 2,000 | 0.2 | -4.6 | 11.4 |
| Communications technologies | 1,100 | 0.1 | 700 | 0.1 | -39.2 | 1,100 | 0.1 | 53.7 | -6.5 |
| Not classified by field of study | 13,300 | 1.2 | 1,800 | 0.2 | -86.8 | 800 | 0.1 | -55.4 | -94.1 |

[1] Fields in which fewer than 500 degrees were awarded in 2000–01 are not shown separately but are included in the total. These fields include precision production trades, library science, and R.O.T.C. and military technologies.

[2] Business includes business management and administrative services, marketing operations/marketing and distribution, and consumer and personal services.

[3] Engineering-related technologies includes engineering-related technologies, mechanics and repairers, and construction trades.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 252. Data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90–01), 1990–91, 1995–96, and 2000–01.

# Services and Accommodations for Students With Disabilities

**Table 34-1.** **Percentage distribution of students reporting disabilities according to type of disability, and among students reporting disabilities, their service receipt status, by type of disability: 1999–2000**

| Type of disability reported | Percentage distribution of students reporting disabilities | Percentage of students reporting disabilities who reported receiving disability-related services | Percentage of students reporting disabilities who reported needing disability-related services, but did not receive them |
|---|---|---|---|
| **All disabilities** | **100.0** | **26.0** | **22.0** |
| Orthopedic or mobility impairment | 29.4 | 19.0 | 20.5 |
| Mental illness or depression | 17.1 | 30.3 | 24.1 |
| Health impairment or problem | 15.1 | 19.5 | 19.6 |
| Visual or hearing impairment | 11.9 | 22.0 | 13.7 |
| Learning disability or ADD | 11.4 | 51.1 | 31.7 |
| Other disability | 15.1 | 25.4 | 23.6 |

NOTE: Disabilities are defined as those that created difficulties for the undergraduate as a student. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

# Changes in Faculty Tenure Policy and Hiring

**Table 35-1. Percentage of institutions that had taken actions related to tenure during the previous 5 years, by type and control of institution: Fall 1998**

| Type and control of institution | Institutions with tenure systems | Took at least one action related to tenure[1] | Offered early or phased retirement to tenured faculty | Replaced a number of tenured faculty with full-time faculty on fixed-term contracts | Changed policy for granting tenure | Made standards more stringent for granting tenure | Downsized tenured faculty[2] |
|---|---|---|---|---|---|---|---|
| **All institutions[3]** | **66** | **63** | **48** | **16** | **12** | **11** | **8** |
| Public research | 100 | 81 | 60 | 21 | 19 | 14 | 15 |
| Private not-for-profit research | 100 | 75 | 69 | 16 | 6 | 13 | 6 |
| Public doctoral[4] | 100 | 64 | 44 | 20 | 18 | 12 | 1 |
| Private not-for-profit doctoral[4] | 92 | 56 | 45 | 11 | 15 | 11 | 9 |
| Public comprehensive | 99 | 63 | 50 | 23 | 13 | 20 | 9 |
| Private not-for-profit comprehensive | 58 | 76 | 63 | 21 | 15 | 21 | 6 |
| Private not-for-profit liberal arts | 66 | 61 | 45 | 11 | 7 | 4 | 11 |
| Public 2-year | 61 | 69 | 54 | 16 | 12 | 12 | 8 |
| Other[5] | 50 | 44 | 24 | 12 | 13 | 5 | 6 |

[1] Includes other actions not shown. Not included are institutions that reported they had discontinued the tenure system. Overall, 1.4 percent of institutions had done so during the previous 5 years.

[2] Institutions that have downsized may have dismissed tenured faculty, replaced departing tenured faculty with nontenure-track faculty, or not hired replacements for departing tenured faculty.

[3] All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

[4] Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

[5] Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Institutions were asked to report policies affecting full-time faculty and instructional staff. See *supplemental note 8* for a description of types of institutions.

SOURCE: Berger, A., Kirshstein, R., and Rowe, E. (2001). *Institutional Policies and Practices: Results From the 1999 National Study of Postsecondary Faculty, Institution Survey* (NCES 2001–201), tables 5.1 and 5.6. Data from 1999 National Study of Postsecondary Faculty (NSOPF:99).

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# Changes in Faculty Tenure Policy and Hiring

**Table 35-2. Percentage distribution of new, full-time faculty and instructional staff according to tenure status, by type and control of institution: Fall 1992 and fall 1998**

| Type and control of institution | Percent of new hires who were full time | Tenure status of new full-time hires: Tenured | On tenure track | Not on tenure track | No tenure system |
|---|---|---|---|---|---|
| | | | 1998 | | |
| **All institutions[1]** | **41.1** | **8.3** | **42.9** | **38.0** | **10.8** |
| Public research | 67.5 | 12.5 | 38.9 | 47.5 | 1.2 |
| Private not-for-profit research | 59.2 | 7.2 | 35.0 | 55.5 | 2.3 |
| Public doctoral[2] | 59.3 | 8.9 | 44.3 | 45.5 | 1.4 |
| Private not-for-profit doctoral[2] | 47.8 | 5.4 | 40.9 | 45.0 | 8.7 |
| Public comprehensive | 43.6 | 8.0 | 54.1 | 37.4 | 0.6 |
| Private not-for-profit comprehensive | 35.7 | 9.5 | 43.6 | 33.8 | 13.1 |
| Private not-for-profit liberal arts | 41.8 | 2.3 | 46.1 | 31.7 | 19.9 |
| Public 2-year | 19.8 | 8.4 | 47.6 | 15.9 | 28.1 |
| Other[3] | 41.1 | 3.5 | 27.3 | 31.1 | 38.1 |
| | | | 1992 | | |
| **All institutions[1]** | **43.7** | **16.7** | **42.4** | **31.6** | **9.3** |
| Public research | 70.2 | 22.1 | 38.7 | 39.2 | # |
| Private not-for-profit research | 63.6 | 17.3 | 34.1 | 45.2 | 3.4 |
| Public doctoral[2] | 63.5 | 15.7 | 47.3 | 36.7 | 0.2 |
| Private not-for-profit doctoral[2] | 60.6 | 13.4 | 45.3 | 32.1 | 9.2 |
| Public comprehensive | 49.8 | 18.4 | 51.8 | 28.4 | 1.4 |
| Private not-for-profit comprehensive | 39.5 | 11.8 | 51.2 | 30.2 | 6.8 |
| Private not-for-profit liberal arts | 50.7 | 13.9 | 45.1 | 31.3 | 9.7 |
| Public 2-year | 22.7 | 16.6 | 37.9 | 20.4 | 25.1 |
| Other[3] | 36.9 | 7.9 | 25.2 | 19.6 | 47.4 |

#Rounds to zero.

[1] All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

[2] Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

[3] Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: This table includes faculty and instructional staff who had been at their current jobs for no more than 3 years. Categories of tenure status changed slightly from NSOPF:93 to NSOPF:99; the categories were combined in NSOPF:93 to be comparable to the NSOPF:99 categories. See *supplemental note 8* for a description of types of institutions. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1993 and 1999 National Study of Postsecondary Faculty (NSOPF:93 and NSOPF:99).

# Home Literacy Environment and Kindergartners' Reading Achievement

**Table 36-1.** **Mean home literacy index and mean fall kindergarten reading scale score of young children enrolled in kindergarten for the first time, by selected characteristics: 1998–99**

| Selected characteristics | Mean home literacy index | Mean fall kindergarten reading scale score |
|---|---|---|
| Total | 2.9 | 22.2 |
| Sex | | |
| Male | 2.8 | 21.6 |
| Female | 3.1 | 22.8 |
| Race/ethnicity[1] | | |
| Asian | 2.7 | 26.7 |
| Black | 2.4 | 20.1 |
| White | 3.2 | 23.3 |
| Other[2] | 2.7 | 20.1 |
| Hispanic | 2.5 | 19.5 |
| Mother's home language | | |
| English | 3.0 | 22.3 |
| Other than English | 2.2 | 20.0 |
| Mother's education | | |
| Less than high school | 2.1 | 17.3 |
| High school diploma or equivalent | 2.6 | 20.3 |
| Some college, including vocational/technical | 3.1 | 22.5 |
| Bachelor's degree | 3.5 | 26.2 |
| Graduate/first-professional degree | 3.7 | 28.3 |
| Family type | | |
| Two-parent household | 3.1 | 23.0 |
| None or one-parent household | 2.6 | 19.8 |
| Poverty status[3] | | |
| Below poverty threshold (poor) | 2.3 | 18.1 |
| At or above poverty threshold (nonpoor) | 3.1 | 23.1 |
| Between 100 and 200 percent of the poverty threshold | 2.7 | 20.2 |
| Above 200 percent of the poverty threshold | 3.2 | 24.3 |

[1] Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[2] Other includes Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race.

[3] See *supplemental note 1* for additional information on poverty status.

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Base Year Public-Use Data File, 1998–99, February 2001.

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# Early Literacy Activities

**Table 37-1.** **Percentage of children ages 3–5 not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by selected child and family characteristics: 1993 and 2001**

| | Read to[1] | | Told a story | | Taught letters, words, or numbers | | Taught songs or music | |
|---|---|---|---|---|---|---|---|---|
| Child and family characteristics | 1993 | 2001 | 1993 | 2001 | 1993 | 2001 | 1993 | 2001 |
| **Total** | **78.3** | **84.1** | **43.0** | **54.3** | **57.7** | **74.2** | **41.0** | **54.1** |
| Age | | | | | | | | |
| 3 | 79.4 | 83.6 | 46.4 | 54.5 | 57.2 | 71.2 | 45.0 | 59.9 |
| 4 | 77.8 | 85.2 | 41.2 | 54.6 | 58.1 | 77.1 | 38.9 | 51.7 |
| 5 | 75.9 | 81.5 | 35.8 | 52.0 | 57.9 | 74.6 | 33.1 | 40.6 |
| Sex | | | | | | | | |
| Male | 77.4 | 82.1 | 42.6 | 53.2 | 57.7 | 72.8 | 38.3 | 51.4 |
| Female | 79.2 | 86.1 | 43.4 | 55.4 | 57.7 | 75.7 | 43.8 | 56.9 |
| Race/ethnicity[2] | | | | | | | | |
| Asian/Pacific Islander | 68.8 | 87.4 | 52.1 | 58.1 | 61.8 | 77.9 | 35.9 | 50.4 |
| Black | 65.9 | 76.7 | 39.0 | 51.2 | 62.7 | 77.5 | 48.9 | 53.9 |
| White | 84.8 | 89.4 | 44.3 | 57.9 | 57.2 | 74.8 | 40.2 | 53.4 |
| Other[3] | 75.9 | 86.5 | 48.1 | 61.8 | 56.0 | 78.4 | 31.3 | 57.9 |
| Hispanic | 58.2 | 70.7 | 37.7 | 42.3 | 53.9 | 68.2 | 38.7 | 56.6 |
| Mother's home language[4] | | | | | | | | |
| English | 81.4 | 87.7 | 43.7 | 56.3 | 58.4 | 76.0 | 42.0 | 55.2 |
| Not English | 42.1 | 59.4 | 35.7 | 34.2 | 51.9 | 62.1 | 32.6 | 50.0 |
| Mother's education[4] | | | | | | | | |
| Less than high school | 59.7 | 69.0 | 36.6 | 43.2 | 56.4 | 66.6 | 39.8 | 54.4 |
| High school diploma or equivalent | 75.5 | 80.8 | 41.2 | 53.0 | 56.4 | 73.1 | 41.3 | 54.6 |
| Some college, including vocational/technical | 83.3 | 85.6 | 45.1 | 53.5 | 60.4 | 76.0 | 42.4 | 55.3 |
| Bachelor's degree | 90.0 | 93.0 | 47.9 | 57.9 | 56.6 | 75.8 | 38.5 | 51.6 |
| Graduate/professional degree | 89.9 | 96.0 | 49.6 | 67.2 | 59.5 | 80.0 | 43.8 | 56.8 |
| Mother's employment status[4] | | | | | | | | |
| Employed full time or part time | 79.3 | 85.6 | 43.6 | 53.8 | 56.5 | 73.5 | 41.2 | 54.6 |
| 35 hours or more per week | 77.9 | 83.5 | 42.7 | 51.3 | 55.7 | 73.1 | 41.9 | 52.5 |
| Less than 35 hours per week | 81.5 | 89.4 | 45.0 | 58.6 | 57.7 | 74.2 | 40.2 | 58.5 |
| Looking for work | 70.9 | 76.5 | 42.9 | 55.9 | 65.8 | 72.8 | 49.2 | 40.1 |
| Not in the labor force | 78.9 | 83.1 | 42.5 | 54.3 | 58.3 | 75.8 | 40.0 | 56.1 |
| Family type | | | | | | | | |
| Two-parent household | 81.1 | 86.7 | 43.8 | 55.3 | 57.1 | 74.5 | 39.9 | 54.1 |
| None or one-parent household | 70.8 | 76.3 | 40.7 | 51.3 | 59.1 | 73.5 | 43.9 | 54.2 |
| Poverty status[5] | | | | | | | | |
| Below poverty threshold (poor) | 67.5 | 73.7 | 39.1 | 50.7 | 59.6 | 72.4 | 45.2 | 57.0 |
| At or above poverty threshold (nonpoor) | 82.1 | 87.1 | 44.3 | 55.3 | 57.0 | 74.7 | 39.5 | 53.3 |
| Between 100 and 200 percent of poverty threshold | 75.5 | 80.8 | 42.5 | 54.4 | 58.1 | 72.1 | 39.4 | 53.0 |
| Above 200 percent of poverty threshold | 86.8 | 90.1 | 45.6 | 55.8 | 56.2 | 76.0 | 39.5 | 53.4 |
| Number of children | | | | | | | | |
| 1 | 80.9 | 84.3 | 45.9 | 52.7 | 65.0 | 77.1 | 44.0 | 54.6 |
| 2-3 | 78.7 | 84.6 | 43.1 | 54.1 | 55.8 | 73.6 | 39.7 | 52.9 |
| 4 or more | 72.4 | 81.8 | 38.3 | 56.9 | 56.8 | 73.4 | 43.3 | 59.1 |

[1] In 1993, respondents were asked about reading frequency in one of the two versions of the survey questionnaire. The percentages presented in the table are for all of the respondents who answered three or more times on either version of the questionnaire.

[2] Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[3] Other includes American Indian and Alaska Native.

[4] Children without mothers (birth, adoptive, step, or foster) residing in the household are not included in estimates dealing with mother's education, mother's language at home, or mother's employment status. Excludes 86 children in 1993 and 65 children in 2001 when there was no mother (birth, adoptive, step, or foster) residing in their household and the survey respondent on the telephone was not a female.

[5] See *supplemental note 1* for additional information on poverty status.

SOURCE: U.S. Department of Education, NCES, School Readiness and Early Childhood Education Program Participation Surveys of the National Household Education Surveys Program (SR-NHES:1993 and ECPP-NHES:2001).

# Care Arrangements for Children After School

**Table 38-1.** Percentage of children in kindergarten through 8th grade who participated in various care arrangements after school, by child, family, and community characteristics: 2001

| Child, family, and community characteristics | Number of children (thousands) | Parental care | Nonparental care | Type of nonparental care arrangement: Relative care | Nonrelative care | Center- or school-based programs | Extra-curricular activities[1] | Self-care |
|---|---|---|---|---|---|---|---|---|
| Total | 35,743 | 49.6 | 50.4 | 16.9 | 6.5 | 18.7 | 7.3 | 13.3 |
| Child's grade | | | | | | | | |
| K–2 | 11,778 | 51.7 | 48.3 | 19.5 | 9.6 | 21.4 | 5.0 | 1.6! |
| 3–5 | 12,343 | 50.9 | 49.1 | 17.9 | 6.5 | 20.3 | 8.2 | 8.4 |
| 6–8 | 11,622 | 46.2 | 53.8 | 13.2 | 3.2 | 14.2 | 8.8 | 30.5 |
| Child's race/ethnicity[2] | | | | | | | | |
| Black | 5,822 | 34.1 | 65.9 | 25.3 | 6.3 | 28.9 | 9.6 | 18.2 |
| White | 22,144 | 53.7 | 46.3 | 14.8 | 6.5 | 15.2 | 6.7 | 12.6 |
| Other[3] | 2,091 | 47.8 | 52.2 | 14.4 | 3.8! | 22.5 | 11.8 | 13.3 |
| Hispanic | 5,686 | 50.3 | 49.7 | 17.3 | 7.3 | 20.5 | 5.6 | 11.2 |
| Parents' language spoken most at home | | | | | | | | |
| Both parents speak English | 32,606 | 48.8 | 51.2 | 17.4 | 6.6 | 18.6 | 7.5 | 13.8 |
| One parent speaks English | 636 | 53.6 | 46.4 | 12.1! | 6.9! | 21.9 | 7.4! | 11.6! |
| Neither parent speaks English | 2,502 | 59.3 | 40.7 | 12.0 | 4.2 | 19.3 | 5.1! | 7.5 |
| Mother's employment status[4] | | | | | | | | |
| Full-time | 16,067 | 32.1 | 67.9 | 26.1 | 9.5 | 23.1 | 8.7 | 18.3 |
| Part-time | 7,459 | 57.4 | 42.6 | 12.3 | 6.3 | 14.1 | 6.3 | 11.7 |
| Not in labor force | 10,952 | 72.1 | 27.9 | 5.6 | 1.8! | 14.3 | 5.9 | 6.3 |
| Family type | | | | | | | | |
| Two-parent household | 24,809 | 56.4 | 43.6 | 12.9 | 5.5 | 16.2 | 6.7 | 11.9 |
| One-parent household | 9,924 | 33.4 | 66.6 | 26.4 | 9.0 | 24.6 | 8.7 | 16.8 |
| Nonparent guardians | 1,010 | 43.1 | 56.9 | 21.6 | 3.7! | 23.0 | 9.9! | 15.3 |
| Household income | | | | | | | | |
| $25,000 or less | 10,671 | 47.8 | 52.2 | 19.3 | 6.3 | 20.8 | 6.9 | 13.7 |
| $25,001–50,000 | 9,542 | 48.7 | 51.3 | 19.6 | 5.7 | 17.3 | 6.7 | 14.0 |
| $50,001–75,000 | 7,608 | 51.6 | 48.4 | 15.6 | 6.3 | 17.4 | 6.8 | 12.9 |
| More than $75,000 | 7,922 | 51.3 | 48.7 | 11.7 | 7.7 | 18.8 | 9.0 | 12.4 |
| Poverty status[5] | | | | | | | | |
| Poor | 7,940 | 52.0 | 48.0 | 17.1 | 5.7 | 20.6 | 7.2 | 11.3 |
| Nonpoor | 27,803 | 49.0 | 51.0 | 16.8 | 6.7 | 18.2 | 7.4 | 13.9 |
| Community type[5] | | | | | | | | |
| Urban | 22,673 | 48.3 | 51.7 | 16.6 | 6.2 | 21.2 | 7.2 | 13.2 |
| Outside of urbanized areas | 4,465 | 52.9 | 47.1 | 17.1 | 6.0 | 13.9 | 6.2 | 15.5 |
| Rural | 8,605 | 51.5 | 48.5 | 17.6 | 7.2 | 14.6 | 8.3 | 12.7 |

!Interpret data with caution (estimates are unstable).

[1] Includes organized activities such as sports, arts, and clubs that were used to cover period when parents needed adult supervision for their children.

[2] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic unless specified.

[3] See *supplemental note 1* for more information on "Other" racial/ethnic category.

[4] Children without mothers (birth, adoptive, step, or foster) residing in the household are not included in estimates of mother's employment status. Detail may not sum to totals because of the exclusion.

[5] See *supplemental note 1* for more information on poverty status and community type.

NOTE: Home-schooled children are excluded. Since some children participate in more than one type of nonparental care arrangement after school, the sum of all arrangement types exceeds the total percentage of nonparental care arrangements. Detail may not sum to totals because of rounding. See the glossary for definitions of types of care arrangements.

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPA–NHES:2001).

# Care Arrangements for Children After School

**Table 38-2. Number and percentage of children in kindergarten through 8th grade who participated in selected nonparental care arrangements after school, by type of activity and by parents' attitude toward certain aspects of the care arrangement: 2001**

| Characteristic | Relative care | Nonrelative care | Center- or school-based programs | Self-care |
|---|---|---|---|---|
| | | Number of children (thousands) | | |
| **Total** | **6,041** | **2,304** | **6,680** | **4,765** |
| | | Percent of children participating | | |
| Type of activity | | | | |
| Homework or school-related | 69.4 | 56.2 | 55.5 | 65.1 |
| Watching television, playing video games, or listening to music | 59.1 | 47.6 | 10.4 | 58.5 |
| Outdoor play, activities, or sports | 36.3 | 49.2 | 49.0 | 24.1 |
| Indoor play | 27.1 | 45.8 | 34.6 | 10.9 |
| Reading or writing (nonschool-related) | 19.3 | 15.5 | 18.9 | 13.1 |
| Eating or snacking | 15.3 | 18.8 | 5.9 | 10.4 |
| Arts and crafts | 11.9 | 18.2 | 37.5 | 7.5 |
| Computers | 13.1 | 9.9 | 12.2 | 24.4 |
| Chores or work | 10.7 | 4.7! | 2.2 | 16.4 |
| Talking on telephone | 3.8 | 2.5! | # | 8.9 |
| Talking to parent or care provider | 2.8! | 5.0! | 1.8! | # |
| All other activities[1] | 3.2 | 3.5! | 6.0 | 5.2 |
| | | Percent of children whose parents rated the child's care arrangement as "good" or "excellent" | | |
| Criterion | | | | |
| Safety and well-being of child | 98.3 | 97.9 | 97.0 | † |
| Transportation | 96.8 | 97.7 | 92.1 | † |
| Reliability of care | 96.0 | 95.1 | 95.8 | † |
| Affordability of care | 94.9 | 84.6 | 88.4 | † |
| Quality of activities | 89.6 | 87.4 | 89.2 | † |

†Not applicable.

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

[1] Other activities include talking on the phone with friends or socializing and all other activities that were not specified.

NOTE: Home-schooled children have been excluded. Detail may not sum to totals because of rounding. Parents could report up to three activities for each reported care arrangement. All reported activities are included.

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPA–NHES:2001).

# Public Elementary and Secondary Expenditures

**Table 39-1.** **Total expenditures per student (in constant 1999–2000 dollars) in fall enrollment in public school districts, by location: 1991–92, 1992–93, and 1994–95 to 1999–2000**

| Location | Total expenditures per student[1] 1991–92 | 1992–93 | 1994–95 | 1995–96 | 1996–97 | 1997–98 | 1998–99 | 1999–2000 | Total GCEI adjusted expenditures[2] 1994–95 | Percentage change, total expenditures 1991–92 to 1999–2000 | Percentage change, enrollment 1991–92 to 1999–2000 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total[3] | $6,729 | $6,918 | $7,122 | $7,097 | $7,227 | $7,509 | $7,835 | $8,105 | $7,040 | 20.4 | 11.2 |
| Central city of large metropolitan statistical area (MSA) | 7,489 | 7,801 | 7,445 | 7,337 | 7,420 | 7,717 | 8,281 | 8,578 | 6,931 | 14.6 | 20.8 |
| Central city of midsize MSA | 6,396 | 6,499 | 6,947 | 6,913 | 7,029 | 7,297 | 7,692 | 8,028 | 6,946 | 25.5 | -23.1 |
| Urban fringe of large MSA | 7,446 | 7,730 | 7,706 | 7,644 | 7,618 | 8,077 | 8,224 | 8,537 | 7,134 | 14.7 | 111.7 |
| Urban fringe of midsize MSA | 6,902 | 6,929 | 6,660 | 6,618 | 7,075 | 7,067 | 7,341 | 7,409 | 6,750 | 7.3 | 5.7 |
| Large town | 6,242 | 6,303 | 6,331 | 6,067 | 6,292 | 6,482 | 6,717 | 7,019 | 6,672 | 12.5 | -50.6 |
| Small town | 6,222 | 6,395 | 6,405 | 6,287 | 6,655 | 6,719 | 7,070 | 7,320 | 6,950 | 17.6 | -48.6 |
| Rural[4] | 6,296 | 6,516 | 6,852 | 6,986 | 7,140 | 7,328 | 7,658 | 7,898 | 7,433 | 25.4 | 37.2 |

[1] Per student expenditures are in constant 1999–2000 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 10* for more information on the CPI.

[2] The Geographic Cost of Education Index (GCEI) adjusts for differences in educational costs across geographical regions of the United States. The most recent GCEIs are from 1993–94, so only data for 1994–95 are adjusted. See *supplemental note 10* for more details.

[3] Total excludes school districts that have not been assigned a location.

[4] Includes rural within MSA and rural outside MSA.

NOTE: Total expenditures per student in fall enrollment include all expenditures allocable to per student costs divided by fall enrollment. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Expenditures for nonelementary-secondary programs that include community services, adult education, and other are excluded. See *supplemental note 1* for more information on location. See the Glossary for definitions of current expenditures and capital outlay.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000, "Public School District Financial Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000, and Geographic Cost of Education Indexes (GCEIs) available from the Education Finance Statistics Center (*http://nces.ed.gov/edfin/*).

# Public Elementary and Secondary Expenditures

**Table 39-2.** **Current expenditures per student (in constant 1999–2000 dollars) in fall enrollment in public school districts, by location: 1991–92, 1992–93, and 1994–95 to 1999–2000**

| | Current expenditures per student[1] | | | | | | | | Current GCEI adjusted expenditures[2] | Percentage change, current expenditures |
|---|---|---|---|---|---|---|---|---|---|---|
| Location | 1991–92 | 1992–93 | 1994–95 | 1995–96 | 1996–97 | 1997–98 | 1998–99 | 1999–2000 | 1994–95 | 1991–92 to 1999–2000 |
| Total[3] | $5,688 | $6,101 | $5,991 | $6,003 | $6,142 | $6,316 | $6,526 | $6,642 | $5,935 | 16.8 |
| Central city of large metropolitan statistical area (MSA) | 6,487 | 7,062 | 6,316 | 6,298 | 6,352 | 6,584 | 6,936 | 7,088 | 5,891 | 9.3 |
| Central city of midsize MSA | 5,382 | 5,733 | 5,883 | 5,938 | 6,102 | 6,260 | 6,489 | 6,759 | 5,898 | 25.6 |
| Urban fringe of large MSA | 6,205 | 6,773 | 6,371 | 6,391 | 6,421 | 6,696 | 6,827 | 6,901 | 5,897 | 11.2 |
| Urban fringe of midsize MSA | 5,854 | 6,156 | 5,554 | 5,552 | 5,923 | 5,808 | 6,012 | 6,088 | 5,642 | 4.0 |
| Large town | 5,258 | 5,628 | 5,486 | 5,265 | 5,522 | 5,590 | 5,876 | 5,980 | 5,780 | 13.7 |
| Small town | 5,256 | 5,592 | 5,487 | 5,372 | 5,684 | 5,717 | 5,985 | 6,071 | 5,962 | 15.5 |
| Rural[4] | 5,292 | 5,631 | 5,777 | 5,802 | 5,972 | 6,113 | 6,296 | 6,393 | 6,286 | 20.8 |

[1] Per student expenditures are in constant 1999–2000 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 10* for more information on the CPI.

[2] The Geographic Cost of Education Index (GCEI) adjusts for differences in educational costs across geographical regions of the United States. The most recent GCEIs are from 1993–94, so only data for 1994–95 are adjusted. See *supplemental note 10* for more details.

[3] Total excludes school districts that have not been assigned a location.

[4] Includes rural within MSA and rural outside MSA.

NOTE: See *supplemental note 1* for more information on location. See the Glossary for a definition of current expenditures.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000, "Public School District Financial Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000.

# International Comparisons of Expenditures for Education

**Table 40-1.** **Annual expenditures on public and private institutions per student and as a percentage of GDP, by level of education and country: 1999**

| Country | Expenditures on public and private institutions per student[1] | | Expenditures on public and private institutions as a percentage of GDP | | GDP[2] per capita (in equivalent U.S. dollars converted using PPPs) |
|---|---|---|---|---|---|
| | Elementary and secondary[3] | Postsecondary[4] | Elementary and secondary[3] | Postsecondary[4] | |
| **OECD mean** | **$4,850** | **$9,210** | **3.6** | **1.3** | **$21,795** |
| Australia | 5,782 | 11,725 | 4.2 | 1.5 | 25,559 |
| Austria[5] | 7,806 | 12,070 | 4.1 | 1.5 | 25,703 |
| Belgium | 5,329 | 9,724 | 3.5 | 1.3 | 24,669 |
| Canada | 5,981 | 15,211 | 3.8 | 2.5 | 25,243 |
| Czech Republic | 2,759 | 5,688 | 3.1 | 0.9 | 13,553 |
| Denmark | 7,226 | 10,657 | 4.1 | 1.6 | 27,679 |
| Finland | 5,093 | 8,114 | 3.6 | 1.8 | 23,429 |
| France | 5,944 | 7,867 | 4.3 | 1.1 | 23,155 |
| Germany | 5,734 | 10,393 | 3.4 | 1.1 | 24,627 |
| Greece | 2,571 | 4,260 | 2.5 | 1.0 | 15,799 |
| Hungary | 2,303 | 5,861 | 3.0 | 1.1 | 11,505 |
| Iceland | — | — | — | — | 27,695 |
| Ireland | 3,605 | 9,673 | 3.0 | 1.4 | 26,006 |
| Italy | 6,066 | 7,552 | 3.2 | 0.8 | 23,952 |
| Japan | 5,668 | 10,278 | 3.0 | 1.0 | 25,079 |
| Korea | 3,137 | 5,356 | 4.0 | 2.4 | 13,647 |
| Luxembourg | — | — | — | — | 43,069 |
| Mexico | 1,240 | 4,789 | 3.6 | 1.1 | 8,357 |
| Netherlands | 4,933 | 12,285 | 3.1 | 1.3 | 26,440 |
| New Zealand | — | — | 4.6 | 0.9 | 19,423 |
| Norway[5] | 6,665 | 12,096 | 4.0 | 1.5 | 29,013 |
| Poland | 1,778 | 3,912 | 3.6 | 1.0 | 8,991 |
| Portugal[5] | 4,320 | 4,802 | 4.0 | 1.1 | 17,063 |
| Slovak Republic | 1,852 | 5,325 | 3.0 | 0.8 | 11,152 |
| Spain | 4,331 | 5,707 | 3.7 | 1.1 | 19,044 |
| Sweden | 5,827 | 14,222 | 4.4 | 1.7 | 23,476 |
| Switzerland | 8,194 | 17,997 | 4.3 | 1.2 | 28,778 |
| Turkey | — | 4,328 | 2.9 | 1.0 | 5,966 |
| United Kingdom | 4,563 | 9,554 | 3.7 | 1.1 | 22,499 |
| United States | 7,397 | 19,220 | 3.8 | 2.3 | 33,280 |

—Not available.

[1] Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures (adjusted for the 1998–99 school year) and on current expenditures and capital outlay from both public and private sources where data are available.

[2] GDP adjusted to national financial year.

[3] Includes postsecondary nontertiary data for Belgium, Finland, Japan, Norway, Poland, Slovak Republic, Spain, and the United Kingdom.

[4] Includes postsecondary nontertiary data for Canada, Japan, and the United States.

[5] Data are for full-time and part-time students.

NOTE: Educational expenditures are from public and private revenue sources. Purchasing Power Parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Includes all institutions, public and private, with the exception of Greece, Hungary, Italy, Norway, Poland, Switzerland, and Turkey, which include public institutions only, and the Netherlands, which includes public and government-dependent private institutions only.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2002). *Education at a Glance: OECD Indicators 2002*, tables B1.1, B2.1c, B6.2, and X2.1. Data from OECD Education Database, unpublished data (December 2002).

# General and Categorical Funding in Elementary and Secondary Education

**Table 41-1. Revenues per student for public school districts according to the percentage of students in the school district below poverty level, by source of revenues: 1999–2000**

| | Revenues per student | | | | | |
|---|---|---|---|---|---|---|
| | | Percentage of students in school district below poverty level | | | | |
| **Source of revenues** | **All districts** | **Less than 5.0** | **5.0–14.9** | **15.0–24.9** | **25.0–34.9** | **35.0 or more** |
| **Total, all sources** | **$7,926** | **$8,995** | **$7,847** | **$7,364** | **$8,143** | **$8,522** |
| Total general revenues | 6,384 | 8,119 | 6,679 | 5,706 | 6,142 | 5,901 |
| State programs | 2,854 | 2,180 | 2,739 | 2,820 | 3,079 | 3,825 |
| Local programs | 3,530 | 5,938 | 3,940 | 2,886 | 3,062 | 2,076 |
| Total categorical revenues | 1,542 | 876 | 1,168 | 1,659 | 2,001 | 2,621 |
| Compensatory revenues | 188 | 29 | 107 | 200 | 335 | 382 |
| Federal programs | 120 | 17 | 61 | 133 | 225 | 225 |
| State programs | 69 | 12 | 46 | 66 | 110 | 157 |
| Other categorical revenues | 1,353 | 847 | 1,062 | 1,459 | 1,666 | 2,239 |
| Federal programs | 408 | 166 | 264 | 422 | 627 | 810 |
| State programs | 946 | 681 | 797 | 1,036 | 1,039 | 1,429 |
| | | **Percentage of all students** | | | | |
| Distribution of students | 100.0 | 9.5 | 36.5 | 28.1 | 18.3 | 7.7 |

NOTE: Per student revenues are for regular school districts. Vocational, special education, nonoperating, and educational service agencies are excluded. Poverty is defined by the Bureau of the Census using a set of money income thresholds for the 1996–97 school year. Students are considered to be in poverty if the family's total household income is below the threshold for their family size and composition. See *supplemental note 10* for details on poverty thresholds. See the Glossary for definitions of total general revenue and total categorical revenue. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 1999–2000, U.S. Department of Commerce, Bureau of the Census, "Elementary and Secondary School District Finance Data Files," 1999–2000.

# General and Categorical Funding in Elementary and Secondary Education

**Table 41-2.** **Revenues per student for public school districts according to the metropolitan area status of the school district, by source of revenues: 1999–2000**

| | Revenues per student | | | |
|---|---|---|---|---|
| | | Metropolitan area status of school district | | |
| Source of revenues | All districts | Primarily serves a central city | Serves a metropolitan area but not a central city | Does not serve a metropolitan area |
| **Total, all sources** | **$7,926** | **$7,953** | **$8,144** | **$7,305** |
| Total general revenues | 6,384 | 6,188 | 6,666 | 5,889 |
| State programs | 2,854 | 2,993 | 2,627 | 3,281 |
| Local programs | 3,530 | 3,194 | 4,039 | 2,607 |
| Total categorical revenues | 1,542 | 1,765 | 1,478 | 1,417 |
| Compensatory revenues | 188 | 267 | 145 | 201 |
| Federal programs | 120 | 162 | 89 | 147 |
| State programs | 69 | 105 | 56 | 54 |
| Other categorical revenues | 1,353 | 1,498 | 1,333 | 1,216 |
| Federal programs | 408 | 545 | 322 | 454 |
| State programs | 946 | 953 | 1,011 | 762 |
| | | Percentage of all students | | |
| Distribution of students | 100.0 | 26.5 | 53.6 | 19.9 |

NOTE: Per student revenues are for regular school districts. Vocational, special education, nonoperating, and educational service agencies are excluded. See Glossary for definitions of total general revenue and total categorical revenue. Detail may not sum to totals because of rounding. See *supplemental note 1* for more details on metropolitan area status of school districts.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 1999–2000, U.S. Department of Commerce, Bureau of the Census, "Elementary and Secondary School District Finance Data Files," 1999–2000.

# Federal Grants and Loans

**Table 42-1. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients (in constant 1999 dollars), and average percentage of aid received as loans, by source of aid, dependency status, and income: 1992–93 and 1999–2000**

| | Federal | | | | | Total | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Loans | | Grants | | Loans as percent of federal aid | Loans | | Grants | | Loans as percent of total aid |
| Dependency status and income | Percent | Average dollars | Percent | Average dollars | | Percent | Average dollars | Percent | Average dollars | |
| | | | | | 1992–93 | | | | | |
| **Total** | **31.5** | **$4,000** | **29.7** | **$2,400** | **53.7** | **32.5** | **$4,100** | **49.3** | **$4,200** | **33.7** |
| Dependent undergraduates | 27.2 | 3,600 | 20.6 | 2,200 | 59.2 | 28.3 | 3,800 | 43.2 | 4,500 | 32.2 |
| Low-income quartile | 48.4 | 3,500 | 68.3 | 2,600 | 38.1 | 48.8 | 3,500 | 79.2 | 4,700 | 27.5 |
| Middle-income quartiles | 30.9 | 3,600 | 15.1 | 1,600 | 72.1 | 32.0 | 3,800 | 42.9 | 4,600 | 37.3 |
| High-income quartile | 13.3 | 3,800 | 1.0 | 1,700 | 88.0 | 15.1 | 4,200 | 25.4 | 4,400 | 31.4 |
| Independent undergraduates | 42.5 | 4,700 | 53.1 | 2,500 | 45.9 | 43.1 | 4,800 | 64.9 | 3,500 | 36.5 |
| | | | | | 1999–2000 | | | | | |
| **Total** | **43.9** | **$4,800** | **30.5** | **$2,500** | **64.0** | **45.1** | **$5,500** | **58.8** | **$5,000** | **40.6** |
| Dependent undergraduates | 42.6 | 4,200 | 23.1 | 2,400 | 68.4 | 43.8 | 4,900 | 56.2 | 5,500 | 39.6 |
| Low-income quartile | 46.9 | 4,300 | 72.4 | 2,800 | 36.6 | 47.8 | 4,800 | 83.2 | 5,500 | 26.1 |
| Middle-income quartiles | 46.6 | 4,200 | 13.1 | 1,600 | 81.2 | 47.9 | 4,900 | 53.7 | 5,400 | 45.1 |
| High-income quartile | 31.9 | 4,200 | 0.7 | 1,600 | 94.6 | 33.4 | 5,200 | 38.7 | 5,300 | 44.4 |
| Independent undergraduates | 47.6 | 6,400 | 51.1 | 2,700 | 54.5 | 48.5 | 6,800 | 65.9 | 3,800 | 43.1 |

NOTE: Federal loans include Perkins, Stafford subsidized and unsubsidized, and Supplemental Loans to Students (SLS). Total loans include federal, state, institutional, and private loans. PLUS loans to parents are not included in either the federal or total loan categories. Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Income for dependent students is based on parents' annual income in the prior year. Income quartiles are described in *supplemental note 9.* Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U).

SOURCE: U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

**Table 42-2. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients (in constant 1999 dollars), and average percentage of aid received as loans, by source of aid and type of institution: 1992–93 and 1999–2000**

| | Federal | | | | | Total | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Loans | | Grants | | Loans as percent of federal aid | Loans | | Grants | | Loans as percent of total aid |
| Type of institution | Percent | Average dollars | Percent | Average dollars | | Percent | Average dollars | Percent | Average dollars | |
| | | | | | 1992–93 | | | | | |
| **Total** | **31.5** | **$4,000** | **29.7** | **$2,400** | **53.7** | **32.5** | **$4,100** | **49.3** | **$4,200** | **33.7** |
| Public 2-year | 11.4 | 2,800 | 30.3 | 2,100 | 23.1 | 11.8 | 2,800 | 42.5 | 2,300 | 16.1 |
| Public 4-year | 30.8 | 3,700 | 27.2 | 2,300 | 57.1 | 31.7 | 3,800 | 44.1 | 3,100 | 38.3 |
| Private not-for-profit 4-year | 44.0 | 4,400 | 27.0 | 2,800 | 65.1 | 45.8 | 4,600 | 63.2 | 7,200 | 30.7 |
| | | | | | 1999–2000 | | | | | |
| **Total** | **43.9** | **$4,800** | **30.5** | **$2,500** | **64.0** | **45.1** | **$5,500** | **58.8** | **$5,000** | **40.6** |
| Public 2-year | 16.3 | 3,400 | 32.4 | 2,500 | 30.5 | 17.1 | 3,900 | 49.7 | 2,600 | 21.0 |
| Public 4-year | 47.4 | 4,700 | 28.9 | 2,500 | 70.2 | 48.4 | 5,000 | 54.5 | 3,800 | 48.3 |
| Private not-for-profit 4-year | 58.2 | 5,100 | 27.5 | 2,700 | 71.9 | 59.9 | 6,300 | 75.0 | 8,400 | 35.9 |

NOTE: Federal loans include Perkins, Stafford subsidized and unsubsidized, and Supplemental Loans to Students (SLS). Total loans include federal, state, institutional, and private loans. PLUS loans to parents are not included in either the federal or total loan categories. Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Income for dependent students is based on parents' annual income in the prior year. See *supplemental note 8* for a description of types of institutions. Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U).

SOURCE: U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

# Changes in the Net Price of College Attendance

**Table 43-1. Among full-time, full-year undergraduates, average total tuition, total price, and net price, in constant 1999 dollars, by type of institution and income quartile: 1992–93 and 1999–2000**

| Type of institution and income quartile[3] | Tuition and fees | | Total price[1] | | Net price[2] | |
|---|---|---|---|---|---|---|
| | 1992–93 | 1999–2000 | 1992–93 | 1999–2000 | 1992–93 | 1999–2000 |
| **Public 2-year** | | | | | | |
| **Total** | **$1,400** | **$1,600** | **$8,000** | **$9,100** | **$7,100** | **$7,700** |
| Income quartile | | | | | | |
| Low quartile | 1,400 | 1,500 | 8,300 | 9,000 | 6,200 | 6,400 |
| Middle quartiles | 1,400 | 1,600 | 8,000 | 9,100 | 7,400 | 8,200 |
| High quartile | 1,400 | 1,500 | 8,000 | 9,100 | 7,700 | 8,800 |
| **Public comprehensive and baccalaureate** | | | | | | |
| **Total** | **$2,900** | **$3,400** | **$10,300** | **$11,200** | **$8,900** | **$9,300** |
| Income quartile | | | | | | |
| Low quartile | 2,700 | 3,100 | 10,300 | 10,900 | 7,500 | 7,500 |
| Middle quartiles | 2,900 | 3,400 | 10,200 | 11,200 | 9,200 | 9,800 |
| High quartile | 3,300 | 3,700 | 10,400 | 11,600 | 10,100 | 10,800 |
| **Public research and doctoral** | | | | | | |
| **Total** | **$4,000** | **$4,800** | **$12,200** | **$13,600** | **$10,900** | **$11,300** |
| Income quartile | | | | | | |
| Low quartile | 3,600 | 4,300 | 12,000 | 13,300 | 9,100 | 9,100 |
| Middle quartiles | 3,700 | 4,700 | 12,000 | 13,500 | 10,800 | 11,700 |
| High quartile | 4,400 | 5,300 | 12,600 | 13,900 | 12,000 | 12,800 |
| **Private not-for-profit comprehensive and baccalaureate** | | | | | | |
| **Total** | **$12,300** | **$14,000** | **$19,600** | **$22,200** | **$15,100** | **$15,700** |
| Income quartile | | | | | | |
| Low quartile | 10,600 | 11,300 | 17,900 | 18,900 | 11,300 | 11,400 |
| Middle quartiles | 11,800 | 14,300 | 19,000 | 22,700 | 13,800 | 15,600 |
| High quartile | 13,900 | 15,900 | 21,200 | 24,300 | 18,800 | 19,500 |
| **Private not-for-profit research and doctoral** | | | | | | |
| **Total** | **$16,300** | **$19,700** | **$25,200** | **$29,300** | **$20,400** | **$21,700** |
| Income quartile | | | | | | |
| Low quartile | 15,500 | 18,300 | 24,200 | 28,100 | 15,400 | 16,000 |
| Middle quartiles | 15,900 | 19,500 | 25,000 | 29,000 | 18,200 | 20,200 |
| High quartile | 16,800 | 20,600 | 25,700 | 30,100 | 23,400 | 26,000 |

[1] Tuition, fees, books, supplies, and living expenses.

[2] Total price of attendance minus all grants from federal, state, institutional, and private sources.

[3] Percentiles are calculated separately for dependent and independent students and then combined into one variable. Each ranking compares the student with others with the same dependency status. Parents' income is used for dependent students, and student's own income is used for independent students.

NOTE: Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U).

SOURCE: Horn, L., Wei, C.C., and Berker, A. (2002). *What Students Pay for College: Changes in Net Price of College Attendance Between 1992–93 and 1999–2000* (NCES 2002–174), tables 4–9. Data from U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

# Employer Support for Adult Education

**Table 44-1.** **Percentage of adults ages 25–64 who participated in adult education according to their employment status, educational requirements, and receipt of employer financial support, by type of adult education: 2001**

| | | | Among employed adult education participants[1] | | | | |
|---|---|---|---|---|---|---|---|
| Type of adult education | Percent who participated | Percent of adult education participants who were employed | Percent who had any continuing education requirement[2] | Percent who had any license or certification requirement | Percent who had any employer requirement | Percent who had any type of employer or occupational requirement[3] | Percent of employed participants who received employer financial support[4] |
| **Any education** | **51.6** | **80.9** | **37.9** | **31.8** | **51.8** | **69.2** | **75.4** |
| Work-related education | 40.1 | 87.2 | 40.9 | 37.3 | 61.8 | 78.3 | 87.1 |
| Education taken for credit[5, 6, 7] | 8.6 | 84.2 | 44.7 | 38.8 | 37.6 | 82.5 | 65.9 |
| College program | 4.4 | 79.8 | 44.0 | 26.0 | 12.6 | 72.0 | 47.4 |
| Vocational/technical program | 1.3 | 74.3 | 45.4 | 56.8 | 33.0 | 78.1 | 68.0 |
| Other, work-related education[8] | 3.4 | 91.6 | 48.1 | 46.3 | 64.1 | 80.4 | 84.1 |
| Noncredit education[5] | 35.6 | 88.3 | 41.2 | 36.6 | 65.1 | 77.2 | 90.6 |
| Adult basic education | 0.4 | 56.8 | ‡ | † | ‡ | ‡ | ‡ |
| Apprenticeship | 0.9 | † | † | † | † | † | † |
| Other, work-related education[8] | 35.0 | 88.4 | 41.5 | 37.1 | 66.1 | 78.2 | 92.0 |
| Nonwork-related education | 23.3 | 70.7 | 35.0 | 2.6 | 0.7! | 36.0 | 17.8 |
| Education taken for credit[5, 6] | 3.7 | 78.3 | 36.6 | 14.8 | 3.7! | 42.1 | 30.1 |
| Noncredit education[5, 6] | 20.9 | 70.1 | 34.6 | ‡ | 0.1! | 34.6 | 16.0 |

†Not applicable.

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

[1] Refers to education taken by the respondent. Persons were employed at the time they participated in at least one education activity.

[2] Respondent reported being in an occupation that has legal or professional requirements for continuing training or education.

[3] Education may have been required by the employer, or it may have been part of occupational or legal requirements such as continuing education or to obtain or maintain a state, industry, or company certificate or license.

[4] Employer financial support includes payment for books and supplies in addition to tuition and fees and paid time off from work.

[5] Includes English as a Second Language education.

[6] Includes Adult Basic Education.

[7] Includes apprenticeship programs for credit.

[8] "Other" includes work or career-related education, seminars, training, or workshops, education related to personal interests or hobbies, first aid or CPR, religion, health, and so on.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001).

# Employer Support for Adult Education

**Table 44-2. Percentage distribution and percentage of adults ages 25–64 who participated in any work-related education according to their employment status and type of employer financial support received, by selected characteristics: 2001**

| Characteristic | Percentage distribution of participants who took work-related education | Among those who took work-related education, percent who were employed | Percent who took work-related education and were employed[1] | | |
|---|---|---|---|---|---|
| | | | Received employer financial support[2] | Employer paid at least part of tuition and/or fees | Employer paid time off from work |
| Total | 100.0 | 87.2 | 87.1 | 81.5 | 73.8 |
| Sex | | | | | |
| Male | 47.7 | 87.3 | 87.3 | 82.0 | 73.9 |
| Female | 52.4 | 87.1 | 87.0 | 81.1 | 73.8 |
| Age | | | | | |
| 25–34 | 28.0 | 89.1 | 81.3 | 76.7 | 68.5 |
| 35–44 | 33.3 | 85.4 | 89.0 | 84.6 | 76.6 |
| 45–54 | 28.7 | 89.9 | 89.9 | 83.7 | 76.3 |
| 55–64 | 10.0 | 80.0 | 89.7 | 78.2 | 72.7 |
| Race/ethnicity[3] | | | | | |
| Black | 8.6 | 88.4 | 87.7 | 81.9 | 76.0 |
| White | 76.9 | 88.2 | 88.8 | 83.3 | 75.7 |
| Other[4] | 5.9 | 79.8 | 84.6 | 71.7 | 60.9 |
| Hispanic[5] | 8.7 | 82.4 | 71.9 | 70.6 | 62.6 |
| Education | | | | | |
| Less than high school | 3.5 | 82.1 | 60.3 | 56.4 | 47.2 |
| High school diploma or equivalent | 42.9 | 87.3 | 87.4 | 82.3 | 72.7 |
| Some college, including vocational/technical | 8.9 | 92.5 | 86.8 | 78.8 | 74.7 |
| Bachelor's degree or higher | 44.7 | 86.5 | 89.0 | 83.2 | 76.7 |
| Occupation[6] | | | | | |
| Professional, technical, and related | 33.4 | 91.1 | 87.7 | 79.6 | 71.8 |
| Executive, administrative, and managerial | 15.9 | 91.8 | 94.8 | 91.4 | 87.3 |
| Sales | 9.0 | 82.3 | 83.3 | 75.8 | 68.9 |
| Administrative support | 14.1 | 94.8 | 86.0 | 81.3 | 75.9 |
| Precision production, craft, and repair | 5.5 | 94.0 | 86.2 | 81.3 | 67.6 |
| Machine operators, assemblers, and inspectors | 4.4 | 90.2 | 89.4 | 85.9 | 78.8 |
| Transportation and material moving | 2.3 | 94.3 | 84.9 | 81.1 | 75.5 |
| Handlers, equipment cleaners, helpers, and laborers | 1.8! | 82.6 | 76.4 | 73.6 | 65.4 |
| Service | 8.7 | 88.7 | 79.8 | 77.2 | 62.2 |
| Miscellaneous | 0.8! | ‡ | ‡ | ‡ | ‡ |
| Size of the firm (number of employees)[6] | | | | | |
| 1–24 | 19.0 | 67.7 | 76.2 | 70.7 | 58.2 |
| 25–499 | 26.6 | 96.1 | 86.9 | 80.1 | 71.1 |
| 500 or more | 50.2 | 96.7 | 90.4 | 85.4 | 79.7 |

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

[1] Refers to any work-related education taken by respondent.

[2] Employer support includes payment for books and supplies in addition to tuition and fees and paid time off from work.

[3] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[4] See *supplemental note 1* for details on "Other" racial/ethnic category.

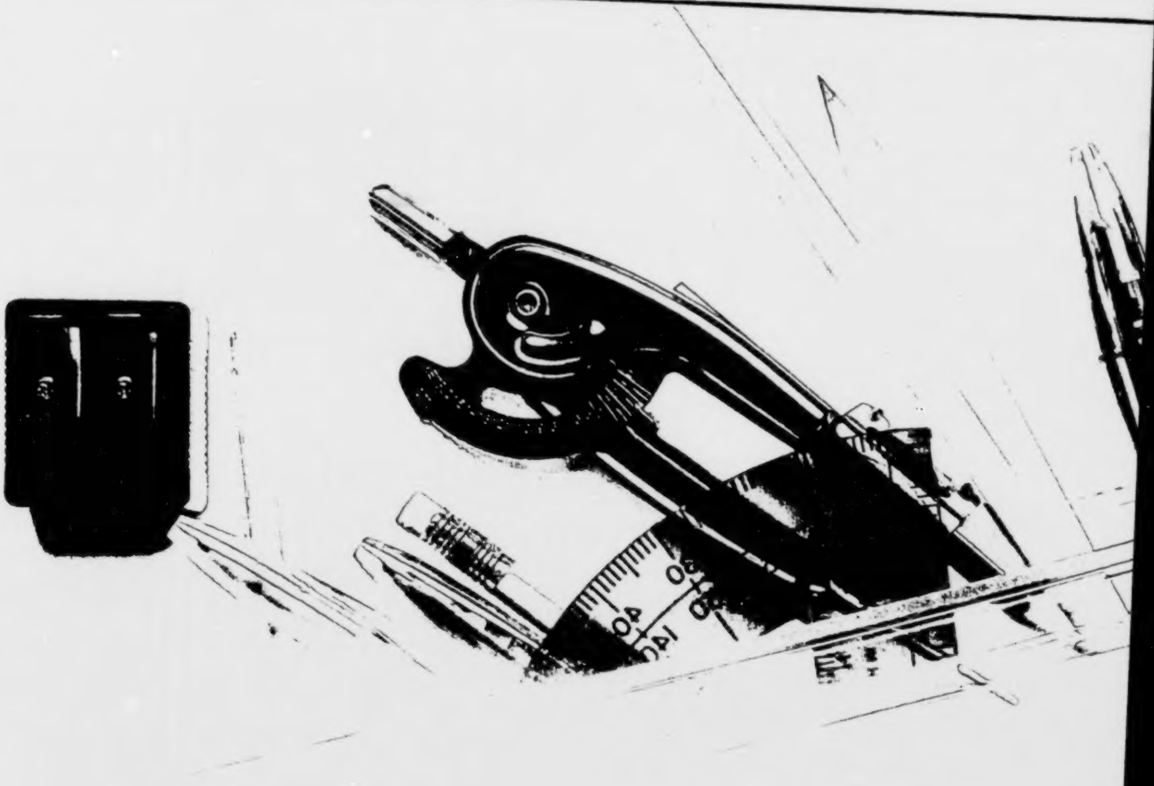
[5] Survey was administered in both English and Spanish.

[6] Detail may not sum to totals because the occupation and size of the firm are not available for 4.1 percent of adults ages 25–64 who took work-related education.

NOTE: Educational activities include both courses taken for credit and noncredit courses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001).

# Appendix 2
# Supplemental Notes



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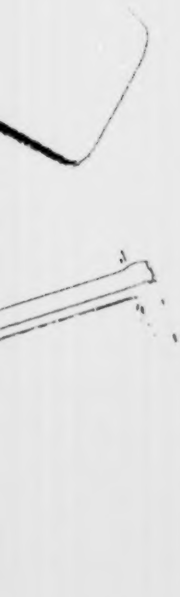

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# Note 1: Commonly Used Variables

Certain common variables, such as parents' education, race/ethnicity, urbanicity, poverty, and geographic region are used by different surveys cited in *The Condition of Education 2003*. The definitions for these variables can vary from survey to survey and sometimes vary between different time periods for a single survey. This supplemental note describes how several common variables, used in some indicators in this volume, are defined in each of the surveys that collected that information. In addition, this note describes in further detail certain terms used in some indicators.

## PARENTS' EDUCATION

For *indicators 2, 11, 13, 14, 19,* and *21*, parents' education is the highest level attained by either parent. The latter three indicators report parents' highest level of education based on a question in the National Assessment of Educational Progress (NAEP) that asked students in 8th- and 12th-grade to indicate the highest level of education completed by each parent. Students could choose from "did not finish high school," "graduated from high school," "some education after high school," "graduated from college," and "I don't know." As of the 2001 assessment, data were not collected at grade 4 because 4th-graders' responses in previous assessments were highly variable and contained a large percentage of "I don't know" responses.

## RACE/ETHNICITY

Classifications indicating racial/ethnic heritage are based primarily on the respondent's self-identification, as in data collected by the Bureau of the Census, or, in rare instances, on observer identification. These categories are in accordance with the Office of Management and Budget's standard classification scheme.

Ethnicity is based on the following categorization:

- *Hispanic or Latino:* A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race is based on the following categorization:

- *American Indian or Alaska Native, not Hispanic or Latino:* A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian, not Hispanic or Latino:* A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.
- *Black, not Hispanic or Latino:* A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander, not Hispanic or Latino:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White, not Hispanic or Latino*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. In *The Condition of Education*, this category excludes persons of Hispanic origin.

Not all categories are shown in all indicators either because of insufficient data in some of the smaller categories or because sampling plans did not distinguish between groups, such as Asians and Pacific Islanders. In *The Con-*

# Note 1: Commonly Used Variables

**Continued**

*dition of Education 2003*, the previous definitions apply to *indicators 2, 7, 8, 11, 12, 13, 14, 15, 17, 18, 22, 25, 29, 31, 32*, and *36*.

Indicators based on the National Household Education Surveys Program (*37, 38*, and *44*) use up to five categories of race/ethnicity: White, non-Hispanic; Black, non-Hispanic; Hispanic; Asian or Pacific Islander; and all other races, non-Hispanic. The latter category includes American Indian, Alaska Native, and all other races. Not all categories are shown in all indicators because of insufficient data in some of the smaller categories.

## COMMUNITY TYPE

In the Bureau of the Census's Current Population Survey, community type is a collective term based on the concept of a metropolitan area (MA), "a large population nucleus together with adjacent communities that have a high degree of economic and social integration with that core."

MAs are designated and defined by the Office of Management and Budget, following standards established by the interagency Federal Executive Committee on Metropolitan Areas, with the aim of producing definitions that are as consistent as possible for all MAs nationwide. (See ***http://www.census.gov/population/www/estimates/aboutmetro.html*** for more details.) Metropolitan Areas can include Consolidated Metropolitan Statistical Areas (CMSA), Primary Metropolitan Statistical Areas (PMSA), or Metropolitan Statistical Areas (MSA). As of June 1999, the Bureau of the Census had identified 258 MSAs and 18 CSMAs, which included a total of 72 PMSAs.

In order to be designated as an MA, an area must meet one or both of the following criteria: (1) include a city with a population of at least 50,000, or (2) include a Census Bureau-defined urbanized area and a total MA population of at least 100,000 (75,000 in New England). An MA contains one or more central counties and can also include additional outlying counties that have direct economic and social interrelationships with the central county. An outlying county must have a specified level of commuting to the central counties and also must meet certain standards regarding metropolitan character, such as population density, urban population, and population growth. In New England, MAs are composed of cities and towns rather than entire counties.

All territory, population, and housing units inside of MAs are characterized as ***metropolitan***. Any territory, population, or housing units located outside of an MA is defined as ***nonmetropolitan***. Metropolitan statistical areas (MSAs) are metropolitan areas: (1) not closely associated with other MAs, and (2) typically surrounded by nonmetropolitan counties. In each MSA, one or more areas meeting certain criteria of high population density and patterns of commuting to work are designated as "central cities." These central cities may lie entirely within the geographical boundaries of a named municipality or other jurisdiction, or cut across jurisdictions, including counties.

A few primary MSAs do not have a central city, such as Orange County, California. The largest central city and, in some cases, up to two additional central cities, are included in the title of the MA. All areas within MAs that do not qualify as central cities are classified as outside a central city.

In the Fast Response Survey System and School Crime Supplement to the National Crime Victimization Survey (U.S. Department of Justice, Bureau of Justice Statistics), community type is based on the classification used by the Bureau of the Census and is designated by the following terms:

# Note 1: Commonly Used Variables

**Continued**

- *Urban*: a central city of an MSA or PMSA.
- *Suburban*: outside of a central city of an MSA.
- *Rural*: nonmetropolitan area.

The National Household Education Surveys Program relies on Census classifications for community type. It designates each respondent's community type in more microanalytic terms similar to demographic classifications based upon Census Bureau tracts. The respondent's community type is assigned to be the community type of the majority of households in the respondent's residential ZIP Code. Community type is categorized as follows:

- *Urbanized area*: a place and the adjacent densely settled surrounding territory that combined have a minimum population of 50,000.
- *Urban, outside of urbanized areas*: incorporated or unincorporated places outside of urbanized areas that have a minimum population of 25,000, with the exception of rural portions of extended cities.
- *Rural:* all areas that are not classified as urban, either inside or outside of urbanized areas.

In the Common Core of Data (CCD), the community type of schools is based on school locale codes. The CCD Locale Code is an eight-level classification of the urbanicity of the location address of a school relative to an MSA. The locale code methodology matches the school to the Census block level, and when that match cannot be done, the locale code is assigned using the ZIP code of the school location. The CCD Locale Code is a variable that NCES created for general description, sampling, and other statistical purposes. It is based upon the location of school buildings and in some cases may not reflect the entire attendance area or residences of enrolled students. For example, not all students enrolled in the school may live in the ZIP code of the school.

The codes are assigned to schools by NCES using data provided by the Bureau of the Census matching to the location addresses provided on the CCD. Every school is assigned one of the following locale codes:

- *Central city of large MSA*: Central city of an MSA with population of 400,000 or more or a population greater than or equal to 250,000.
- *Central city of midsize MSA*: Central city of an MSA but not designated as a large central city, with the city having a population less than 250,000.
- *Urban fringe of large MSA*: Any incorporated place, Census-designated place, or nonplace territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- *Urban fringe of midsize MSA*: Any incorporated place, Census-designated place, or nonplace territory within a CMSA or MSA of a Midsize City and defined as urban by the Census Bureau.
- *Large town*: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- *Small town*: An incorporated place or Census-designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.
- *Rural, outside an MSA*: Any incorporated place, Census-designated place, or non-

# Note 1: Commonly Used Variables

**Continued**

place territory not within a CMSA or MSA of a Large or Midsize City and defined as rural by the Census Bureau.

- *Rural, within an MSA*: Any incorporated place, Census-designated place, or nonplace territory within a CMSA or MSA of a Large or Midsize City and defined as rural by the Census Bureau.

The district locale codes were assigned primarily through the use of school locale codes using the following methods. If 50 percent or more of students attend schools in a single locale code, that code is assigned to the district. If not, schools are placed into one of three groups: Central City locale codes; Urban fringe and rural, within an MSA; and large and small town and rural, outside an MSA. The group with the largest number of students is determined, and then the locale code within the group having the largest number of students is assigned to the district. If the number of students between two or more groups is the same, then the largest (i.e., most rural) locale code is assigned. Districts with no schools or students were given a locale code of "N."

Most school district boundaries do not correspond to major or minor civic divisions such as cities or towns. Often, as cities annex additional unincorporated land, districts retain preexisting boundaries resulting in several urban and suburban districts being within a large civic division, such as San Antonio and Dallas. In some states, the more frequent mode of school organization is countywide districts.

The surveys below use variations of the eight-level CCD Locale Code to categorize community type.

In the Baccalaureate and Beyond Longitudinal Study, the community type of a college is determined using a similar procedure as follows:

- *Large central city*
- *Midsized central city*
- *Urban fringe of large city*
- *Urban fringe of midsized city*
- *Large town*
- *Small town*
- *Rural*

In the National Assessment of Educational Progress and the Schools and Staffing Survey, the community type of a school is categorized as follows:

- *Central city*: a large or midsize central city of an MSA.
- *Urban fringe/large town*: an urban fringe of a large or small central city; a large town; or a rural area within an MSA.
- *Rural/small town*: a small town or rural area outside of an MSA.

In *The Condition of Education 2003*, the definitions explained above apply to *indicators 3, 11, 12, 13, 14, 27, 29, 30, 31, 38, 39*, and *41*.

## POVERTY

*Indicators 3* and *41* use the poverty level of a school district, which is computed using a model taking into account information from the decennial census, federal tax returns, the Current Population Surveys, and counts of recipients of Temporary Assistance for Needy Families by county. In *indicator 3*, the percentage in poverty by urbanicity is a weighted average of all school-age children in the district and the type of location in which a plurality of students live. Both indicators use poverty as defined by the Bureau of the Cen-

# Note 1: Commonly Used Variables

**Continued**

sus, which uses a set of money income thresholds that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. The poverty thresholds are updated annually for inflation using the Consumer Price Index. For further information about estimating poverty in small areas, such as school districts, see National Academy of Sciences 1999.

Data on household income and the number of people living in the household from the National Household Education Surveys Program (for *indicators 37* and *38*) or the Early Childhood Longitudinal Study (for *indicator 36*), combined with information from the Bureau of the Census on income and household size, are used to classify children as poor or nonpoor. Children in families whose incomes are at or below the poverty threshold are classified as poor; children in families with incomes above the poverty threshold are classified as nonpoor. The thresholds used to determine whether a child is poor or nonpoor differ for each survey year. The weighted average poverty thresholds for various household sizes for 1991, 1993, 1995, 1996, 1999, and 2001 are shown in the table on the next page. Poverty thresholds from the Bureau of the Census for 1993 and 1999 are revised and may differ from previously published data.

*Indicator 2* modifies the categories of poverty, to include the poor, the near-poor, and the nonpoor. Poor is defined to include those families below the poverty threshold, near-poor is defined as 100–199 percent of the poverty threshold, and nonpoor is defined as 200 percent or more than the poverty threshold.

Eligibility for the National School Lunch Program also serves as a measurement of poverty status. The National School Lunch Program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. Unlike the poverty thresholds discussed above, which rely on dollar amounts determined by the Bureau of the Census, eligibility for the National School Lunch Program relies on the Department of Health and Human Services' federal income poverty guidelines. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income at or below 185 percent of the federal poverty guideline. Title I basic program funding relies on free-lunch eligibility numbers as one (of four) possible poverty measures for levels of Title I federal funding. In *The Condition of Education 2003*, eligibility for the National School Lunch Program applies to *indicators 11, 12, 13, 14, 29,* and *30.*

### GEOGRAPHIC REGION

The following regional classification system represents the four geographical regions as defined by the Bureau of the Census. In *The Condition of Education 2003*, *indicators 1, 3, 15, 17, 29,* and *30* use this system. *Indicator 27* uses a system of regional classification developed by the Bureau of Economic Analysis (BEA) of the U.S. Department of Commerce. The Bureau of the Census's Midwest region includes the same states as the BEA's Central region.

# Note 1: Commonly Used Variables

**Continued**

**Bureau of the Census, Regional Classification**

| Northeast | South | Midwest | West |
|---|---|---|---|
| Connecticut | Alabama | Illinois | Alaska |
| Maine | Arkansas | Indiana | Arizona |
| Massachusetts | Delaware | Iowa | California |
| New Hampshire | District of Columbia | Kansas | Colorado |
| New Jersey | Florida | Michigan | Hawaii |
| New York | Georgia | Minnesota | Idaho |
| Pennsylvania | Kentucky | Missouri | Montana |
| Rhode Island | Louisiana | Nebraska | Nevada |
| Vermont | Maryland | North Dakota | New Mexico |
| | Mississippi | Ohio | Oregon |
| | North Carolina | South Dakota | Utah |
| | Oklahoma | Wisconsin | Washington |
| | South Carolina | | Wyoming |
| | Tennessee | | |
| | Texas | | |
| | Virginia | | |
| | West Virginia | | |

**BEA, Regional Classification**

| Northeast | Southeast | Central | West |
|---|---|---|---|
| Connecticut | Alabama | Illinois | Alaska |
| Delaware | Arkansas | Indiana | Arizona |
| District of Columbia | Florida | Iowa | California |
| Maine | Georgia | Kansas | Colorado |
| Maryland | Kentucky | Michigan | Hawaii |
| Massachusetts | Louisiana | Minnesota | Idaho |
| New Hampshire | Mississippi | Missouri | Montana |
| New Jersey | North Carolina | Nebraska | Nevada |
| New York | South Carolina | North Dakota | New Mexico |
| Pennsylvania | Tennessee | Ohio | Oklahoma |
| Rhode Island | Virginia | South Dakota | Oregon |
| Vermont | West Virginia | Wisconsin | Utah |
| | | | Texas |
| | | | Washington |
| | | | Wyoming |

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# Note 1: Commonly Used Variables

**Continued**

Weighted average poverty thresholds, by household size: 1991, 1993, 1995, 1996, 1999, and 2001

| Household size | Poverty threshold | Household size | Poverty threshold |
|---|---|---|---|
| **NHES:1991** | | **NHES:1996** | |
| 2 | $8,865 | 2 | $10,233 |
| 3 | 10,860 | 3 | 12,516 |
| 4 | 13,924 | 4 | 16,036 |
| 5 | 16,456 | 5 | 18,952 |
| 6 | 18,587 | 6 | 21,389 |
| 7 | 21,058 | 7 | 24,268 |
| 8 | 23,582 | 8 | 27,091 |
| 9 or more | 27,942 | 9 or more | 31,971 |
| **NHES:1993** | | **NHES:1999** | |
| 2 | 9,414 | 2 | 10,636 |
| 3 | 11,522 | 3 | 13,001 |
| 4 | 14,763 | 4 | 16,655 |
| 5 | 17,449 | 5 | 19,682 |
| 6 | 19,718 | 6 | 22,227 |
| 7 | 22,383 | 7 | 25,188 |
| 8 | 24,838 | 8 | 28,023 |
| 9 or more | 29,529 | 9 or more | 33,073 |
| **NHES:1995** | | **NHES:2001** | |
| 2 | 9,933 | 2 | 11,239 |
| 3 | 12,158 | 3 | 13,738 |
| 4 | 15,569 | 4 | 17,603 |
| 5 | 18,408 | 5 | 20,189 |
| 6 | 20,804 | 6 | 23,528 |
| 7 | 23,552 | 7 | 26,754 |
| 8 | 26,267 | 8 | 29,701 |
| 9 or more | 31,280 | 9 or more | 35,060 |

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1991, 1993, 1995, 1996, 1999, and 2001.

# Note 2: The Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly survey of approximately 50,000 households that are selected scientifically in the 50 states and the District of Columbia. The CPS has been conducted for more than 50 years. The Bureau of the Census conducts the survey for the Bureau of Labor Statistics. The CPS collects data on the social and economic characteristics of the civilian, noninstitutional population, including information on income, education, and participation in the labor force.

Each month a "basic" CPS questionnaire is used to collect data on participation in the labor force about each member 15 years old and over in every sample household. In addition, supplemental questionnaires are administered to collect information on other topics. In each household, the Bureau seeks information from a knowledgeable adult household member (known as the "household respondent"). That respondent answers all the questions on all of the questionnaires for all members of the household.

In March and October of each year, the supplementary questions are about education. The Annual Demographic Survey or March CPS supplement is the primary source of detailed information on income and work experience in the United States. The March CPS is used to generate the annual Population Profile of the United States, reports on geographical mobility and educational attainment, and detailed analyses of money income and poverty status. Each October, in addition to the basic questions about education, interviewers ask supplementary questions about school enrollment for all household members 3 years old and over.

Additional sections are occasionally added to the October or November CPS on language ability and political participation. Sections on language were added in the November CPS in 1979 and 1989 and in the October CPS in 1992, 1995, and 1999. *Indicator 4* is based on the results of these language-related surveys.

Data from CPS questionnaires (in November 1994, 1996, 1998, and 2000) on registration and voting patterns are used for *indicator 15*. Beginning in 1994, CPS included questions on citizenship, allowing for an analysis of the voting-age citizen population. Data are self-reported and may differ from administrative data or data from exit polls. The Federal Election Commission (FEC) reports the total ballots cast in each election and reports on the registration and voting rate based upon the total voting-age population (all persons 18 and over, whether or not they are eligible to vote). The CPS data typically report a higher voting rate than the FEC. In 2000, the FEC reported a total voting rate of 51.3 percent, compared with the CPS-reported voting rate of 54.7 percent of the same population. In 1998, the FEC reported a voting rate of 36.4 percent, compared with 41.9 percent in CPS. In 1996, the FEC voting rate was 49.1 percent, compared with the CPS voting rate of 54.2 percent. In 1994, the FEC voting rate was 38.8 percent, compared with the CPS voting rate of 45.0 percent. For more information on the CPS voting and registration data, see U.S. Department of Commerce 2002.

CPS interviewers initially used printed questionnaires. Since 1994, the Census Bureau has used Computer-Assisted Personal (and Telephone) Interviewing (CAPI and CATI) to collect data. CAPI allows interviewers to use a complex questionnaire and increases consistency by reducing interviewer error. Further information on the CPS can be found at ***http://www.bls.census.gov/cps***

# Note 2: The Current Population Survey (CPS)

**Continued**

## DEFINITION OF SELECTED VARIABLES

### *Family income*

The October CPS collects data on family income, which are used in *indicator 18* to measure a student's economic standing. Families in the bottom 20 percent of all family incomes are classified as low income, families in the top 20 percent of all family incomes are classified as high income, and families in the 60 percent between these two categories are classified as middle income. The table at the end of this note shows the current dollar amount (rounded to the nearest $100) of the breakpoints between low and middle income and between middle and high income. For example, low income in 2000 is defined as the range between $0 and $15,300; middle income is defined as the range between $15,301 and $72,000; and high income is defined as $72,001 and over. Therefore, the breakpoints between low and middle income and between middle and high income are $15,300 and $72,000, respectively.

### *Parental education*

For *indicators 2* and *18*, information on parents' education was obtained by merging data from parents' records with their children's. Estimates of a mother's and father's education were calculated only for children who lived with their parents at the time of the survey. For example, estimates of a mother's education are based on children who lived with "both parents" or with "mother only." For children who lived with "father only," the mother's education was unknown; therefore, the "unknown" group was excluded in the calculation of this variable.

### *Educational attainment*

Data from CPS questions on educational attainment are used for *indicators 2, 15, 17,* and *18*.

From 1972 to 1991, two CPS questions provided data on the number of years of school completed: (1) "What is the highest grade... ever attended?"and (2) "Did...complete it?" An individual's educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years were deemed to be high school graduates as were those who began but did not complete the first year of college. Respondents who completed 16 or more years were counted as college graduates.

Beginning in 1992, the CPS combined the two questions into the following question: "What is the highest level of school...completed or the highest degree...received?" In the revised response categories, several of the lower levels are combined in a single summary category such as "1st, 2nd, 3rd, or 4th grades." Several new categories are used, including "12th grade, no diploma"; "High school graduate, high school diploma, or the equivalent"; and "Some college but no degree." College degrees are now listed by type, allowing for a more accurate description of educational attainment. The new question emphasizes credentials received rather than the last grade level attended or completed if attendance did not lead to a credential. The new categories include:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)

## Note 2: The Current Population Survey (CPS)

**Continued**

- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctorate degree (e.g., Ph.D., Ed.D.)

The change in questions in 1992 affects comparisons of educational attainment over time.

### *High school completion*

The pre-1992 questions about educational attainment did not specifically consider high school equivalency certificates (GEDs). Consequently, an individual who attended 10th grade, dropped out without completing that grade, and who subsequently received a high school equivalency credential would not have been counted as completing high school. The new question counts these individuals as if they are high school graduates. Since 1988, an additional question has also asked respondents if they have a high school degree or the equivalent, such as a GED. People who respond "yes" are classified as high school completers. Prior to 1988, the number of individuals who earned a high school equivalency certificate was small relative to the number of high school graduates, so that the subsequent increase from including equivalency certificate recipients in the total number of people counted as "high school completers" was small in the years immediately after the change was made.

Prior to 1992, the CPS considered individuals who completed 12th grade to be high school graduates. The revised question added a response category: "12th grade, no diploma." Individuals who select this response are not counted as graduates. Historically, the number of individuals in this category has been small.

### *College completion*

Some students require more than 4 years to earn an undergraduate degree, so some researchers are concerned that the completion rate, based on the pre-1992 category "4th year or higher of college completed," overstated the number of respondents with a bachelor's degree (or higher). In fact, however, the completion rates among those ages 25–29 in 1992 and 1993 were similar to the completion rates for those in 1990 and 1991, before the change in the question's wording. Thus, there appears to be good reason to conclude that the change has not affected the completion rates reported in *The Condition of Education 2003*.

### *Some college*

Based on the question used in 1992 and in subsequent surveys, an individual who attended college for less than a full academic year would respond "some college but no degree." Prior to 1992, the appropriate response would have been "attended first year of college and did not complete it"; the calculation of the percentage of the population with 1–3 years of college excluded these individuals. With the new question, such respondents are placed in the "some college but no degree" category. Thus, the percentage of individuals with some college might be larger than the percentage with 1–3 years of college because "some college" includes those who have not completed an entire year of college, whereas "1–3 years of college" does not include these people. Therefore, it is not appropriate to make comparisons between the percentage of those with "some college but no degree" using the post-1991 question and the percentage of those who completed "1–3 years of college" using the two pre-1992 questions.

# Note 2: The Current Population Survey (CPS)

**Continued**

**Dollar value (in current dollars) at the breakpoint between low- and middle- and between middle- and high-income categories of family income: October 1970–2001**

| | Breakpoints between: | |
|---|---|---|
| October | Low- and middle-income | Middle- and high-income |
| 1970 | $3,300 | $11,900 |
| 1971 | — | — |
| 1972 | 3,500 | 13,600 |
| 1973 | 3,900 | 14,800 |
| 1974 | — | — |
| 1975 | 4,300 | 17,000 |
| 1976 | 4,600 | 18,300 |
| 1977 | 4,900 | 20,000 |
| 1978 | 5,300 | 21,600 |
| 1979 | 5,800 | 23,700 |
| 1980 | 6,000 | 25,300 |
| 1981 | 6,500 | 27,100 |
| 1982 | 7,100 | 31,300 |
| 1983 | 7,300 | 32,400 |
| 1984 | 7,400 | 34,200 |
| 1985 | 7,800 | 36,400 |
| 1986 | 8,400 | 38,200 |
| 1987 | 8,800 | 39,700 |
| 1988 | 9,300 | 42,100 |
| 1989 | 9,500 | 44,000 |
| 1990 | 9,600 | 46,300 |
| 1991 | 10,500 | 48,400 |
| 1992 | 10,700 | 49,700 |
| 1993 | 10,800 | 50,700 |
| 1994 | 11,800 | 55,500 |
| 1995 | 11,700 | 56,200 |
| 1996 | 12,300 | 58,200 |
| 1997 | 12,800 | 60,800 |
| 1998 | 13,900 | 65,000 |
| 1999 | 14,700 | 68,000 |
| 2000 | 15,300 | 72,000 |
| 2001 | 16,200 | 75,100 |

—Not available

NOTE: Amounts are rounded to the nearest $100.

# Note 3: Other Surveys

## BACCALAUREATE AND BEYOND LONGITUDINAL STUDY, 2001 (B&B 2000/01)

The estimates and statistics reported in the tables and figures of this report are based on data from the 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01), a spring 2001 followup of bachelor's degree recipients from the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), conducted by the U.S. Department of Education's National Center for Education Statistics. NPSAS:2000 is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. For NPSAS:2000, information was obtained from more than 900 postsecondary institutions on approximately 50,000 undergraduate, 9,000 graduate, and 3,000 first-professional students. They represented nearly 17 million undergraduates, 2.4 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 1999 and June 30, 2000. For B&B:2000/01, those members of the NPSAS:2000 sample who completed a bachelor's degree between July 1, 1999 and June 30, 2000 were identified and contacted for a follow-up interview.[1] The weighted overall response rate for the B&B:2000/01 interview was 74 percent, reflecting an institution response rate of 90 percent and a student response rate of 82 percent. (Because the B&B:2000/01 study includes a subsample of NPSAS:2000 nonrespondents, the overall study response rate is the product of the NPSAS:2000 institution-level response rate and the B&B:2000/01 student-level response rate.)

The B&B:2000/01 data provide a profile of the 1999–2000 cohort of college graduates, including degree recipients who have enrolled sporadically over time as well as those who went to college right after completing high school. The data set contains comprehensive data on enrollment, attendance, and student demographic characteristics and provides a unique opportunity to understand the immediate transitions of college students into work, graduate school, or other endeavors.

## BEGINNING POSTSECONDARY STUDENTS (BPS) LONGITUDINAL STUDY

BPS collects data related to persistence in and completion of postsecondary education programs; relationships between work and education efforts; and the effect of postsecondary education on the lives of individuals. The first BPS followed NPSAS:90 beginning students starting in 1992. About 8,000 students who began postsecondary education in the 1989–90 academic year responded to NPSAS:90 and were included in the first BPS (BPS:90/92) in the spring of 1992 and the second BPS (BPS: 90/94) in the spring of 1994. NPSAS:90 collected data for over 6,000 parents of those students. In addition, BPS collected postsecondary financial aid records covering the entire undergraduate period to provide complete information on progress and persistence. A second BPS cohort was based on NPSAS:96, with the first BPS followup conducted in 1998 and the second in 2001.

*Indicators 19, 20,* and *23* use data from the BPS. Further information about BPS is available at ***http://nces.ed.gov/surveys/bps/***

## COMMON CORE OF DATA (CCD)

CCD is the Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national statistical database of information concerning all public elementary and secondary schools (approximately 91,000) and school districts (approximately 16,000). The CCD consists of

## Note 3: Other Surveys

**Continued**

five surveys completed annually by state education departments from their administrative records. The database includes a general description of schools and school districts; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures.

*Indicators 1, 3, 39,* and *41* use data from the CCD. Further information about the CCD is available at ***http://nces.ed.gov/ccd/***

### EARLY CHILDHOOD LONGITUDINAL STUDY, KINDERGARTEN CLASS OF 1998–99 (ECLS-K)

*Indicators 9, 36, and the special analysis on kindergarten and first-grade students* are based on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), an ongoing effort by the NCES. Launched in fall 1998, the study follows a nationally representative sample of children from kindergarten through 5th grade. The purpose of the ECLS–K is twofold: to be both descriptive and analytic. First, the ECLS–K provides descriptive data on a national basis of (1) children's status at entry into school; (2) children's transition into school; and (3) their progression through 5th grade. Second, the ECLS–K provides a rich data set that enables researchers to study how a wide range of family, school, community, and individual variables affect early success in school.

A nationally representative sample of 21,260 children enrolled in 1,277 kindergarten programs participated in the initial survey during the 1998–99 school year. These children were selected from both public and private kindergartens, offering full- and half-day programs. The sample consists of children from different racial/ethnic and socioeconomic backgrounds and includes an oversample of Asian/Pacific Islander children. All kindergarten children within the sampled schools were eligible for the sampling process, including language minority and special education students. The sample design for the ECLS–K is a dual-frame, multistage sample. First, 100 Primary Sampling Units (PSUs), which are counties or groups of counties, were selected. Schools within the PSUs were then selected—public schools from a public school frame and private schools from a private school frame, which oversampled private kindergartens. In fall 1998, approximately 23 kindergartners were selected within each of the sampled schools.

Data on the kindergarten cohort were collected in the fall and spring of the kindergarten year from the children, their parents, and their teachers. In addition, information was collected from their schools and school districts in the spring of the kindergarten year. During the 1999–2000 school year, when most of the cohort moved to the 1st grade, data were again collected from a 30 percent subsample of the cohort in the fall and from the full sample in the spring.

Trained evaluators assessed children in their schools and collected information from parents over the telephone. Teachers and school administrators were contacted in their school and asked to complete questionnaires. The children, their families, their teachers, and their schools provided information on children's cognitive, social, emotional, and physical development. Information was also collected on the children's home environment, home educational practices, school and classroom environments, curricula, and teacher qualifications. Additional surveys of the sampled children occurred in spring 2002 (3rd grade) and are planned for spring 2004 (5th grade).

*Indicator 9* discusses the relative importance of the gain in reading and mathematics average scale scores across grades in terms of standard deviations. A standard deviation shows

# Note 3: Other Surveys

**Continued**

the dispersion of scores from the mean. In a normal distribution, approximately 68 percent of the scores are within plus or minus one standard deviation from the mean. Ninety-five percent of the scores are within plus or minus two standard deviations from the mean. In simpler terms, the standard deviation informs the reader about the "normal" range of variation in student scores, or a high and low score between which two-thirds of the scores of all students fall. A difference in the average scores between two sub-populations, such as Asians and Hispanics, or any other population characteristic being measured, can be then expressed as a ratio of this difference to the standard deviation of the population values. If this ratio is large, say .5 or more, readers are alerted that there is an appreciable difference between the two means, rather than simply a statistically significant difference. If the ratio is small, say less than .1, then readers are alerted that the difference between the two sub-populations is not very appreciable. The ECLS–K scale scores ranged from 0–64 for mathematics and from 0–72 for reading.

Further information about the ECLS–K is available at ***http://nces.ed.gov/ecls/***

## FAST RESPONSE SURVEY SYSTEM (FRSS)

FRSS was established in 1975 to collect and report data on key education issues at the elementary and secondary level quickly and with minimum response burden. FRSS was designed to meet the data needs of the Department of Education's analysts, planners, and decisionmakers when information cannot be collected quickly through traditional NCES surveys. Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies; public and private elementary and secondary schools; elementary and secondary school teachers and principals; and public and school libraries.

*Indicator 27* uses data from the FRSS "District Survey of Alternative Schools and Programs" in 2001. Further information about FRSS is available at ***http://nces.ed.gov/surveys/frss/***

## INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS)

IPEDS is NCES's core program for the collection of data on postsecondary education (prior to IPEDS some of the same information was collected by the Higher Education General Information Survey). IPEDS is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education.

IPEDS consists of institution-level data that can be used to describe trends in postsecondary education at the institution, state, and/or national levels. For example, researchers can use IPEDS to analyze information on 1) enrollments of undergraduates, first-time freshmen, and graduate and first-professional students by race/ethnicity and gender; 2) institutional revenue and expenditure patterns by source of income and type of expense; 3) salaries of full-time instructional faculty by academic rank and tenure status; 4) completions (awards) by type of program, level of award, race/ethnicity, and gender; 5) characteristics of postsecondary institutions, including tuition, room and board charges, calendar systems, and so on; 6) status of postsecondary vocational education programs; and 7) other issues of interest.

# Note 3: Other Surveys

**Continued**

*Data are collected from approximately 9,900* postsecondary institutions, including the following: baccalaureate or higher degree-granting institutions, 2-year award institutions, and less-than-2-year institutions (i.e., institutions whose awards usually result in terminal occupational awards or are creditable toward a formal 2-year or higher award). Each of these three categories is further disaggregated by control (public, private not-for-profit, private for-profit) resulting in nine institutional categories or sectors.

The completion of all IPEDS surveys is mandatory for all institutions that participate or are applicants for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965.

*Indicators 5, 7,* and *33* use data from the IPEDS. Further information about IPEDS is available at ***http://nces.ed.gov/ipeds/*** (the institutional categories used in IPEDS are described in ***supplemental note 8***).

## NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988 (NELS)

NELS:88 is the third major secondary school student longitudinal study sponsored by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS–72) and High School and Beyond (HS&B) in 1980, surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 begins with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Followups were conducted in 1990, 1992, and 1994, when a majority of these students were in *10th and 12th grades, and then 2 years after* their scheduled high school graduation. A fourth followup was conducted in 2000.

NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 includes a multifaceted student questionnaire, four cognitive tests, a parent questionnaire, a teacher questionnaire, and a school questionnaire.

In 1990, when the students were in 10th grade, the students, school dropouts, their teachers, and their school principals were surveyed. The 1988 survey of parents was not a part of the 1990 followup. In 1992, when most of the students were in 12th grade, the second followup conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts were collected.

Further information about NELS is available at ***http://nces.ed.gov/surveys/nels88/***

## NATIONAL HOUSEHOLD EDUCATION SURVEYS PROGRAM (NHES)

NHES, conducted in 1991, 1993, 1995, 1996, 1999, and 2001, collects data on education issues that cannot be addressed by collecting data on a school level. Each survey collects data from households on at least two topics, such as adult education, civic involvement, parental involvement in education, and before- and after-school activities.

# Note 3: Other Surveys

**Continued**

NHES surveys the civilian, noninstitutionalized U.S. population in the 50 states and the District of Columbia. Interviews are conducted using computer-assisted telephone interviewing. NHES collects data from adults as well as children. Data on young children are collected primarily by interviewing parents or guardians of children, and only infrequently by interviewing the children themselves. When such children are sampled to participate in NHES, the parent or guardian most knowledgeable about the child's care and education is interviewed.

Although NHES is conducted primarily in English, provisions are made to interview persons who speak only Spanish. Questionnaires are translated into Spanish, and bilingual interviewers, who are trained to complete the interview in either English or Spanish, are employed.

*Indicators 8, 37, 38,* and *44* use data from NHES. Further information about NHES is available at ***http://nces.ed.gov/nhes/***

## NATIONAL POSTSECONDARY STUDENT AID STUDY (NPSAS)

NPSAS is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education and to describe some demographic and other characteristics of those enrolled. The study is based on a nationally representative sample of students in postsecondary educational institutions, including undergraduate, graduate, and first-professional students. Students attending all types and levels of institutions are represented, including public and private not-for-profit and for-profit institutions, and less-than-2-year institutions, community colleges, and 4-year colleges and universities.

To be eligible for inclusion in the institutional sample, an institution must have satisfied the following conditions: 1) offers an education program designed for persons who have completed secondary education; 2) offers an academic, occupational, or vocational program of study lasting 3 months or longer; 3) offers access to the general public; 4) offers more than just correspondence courses; and 5) is located in the 50 states, the District of Columbia, or Puerto Rico.

Part-time and full-time students enrolled in academic or vocational courses or programs at these institutions, and not concurrently enrolled in a high school completion program, are eligible for inclusion in NPSAS. The first NPSAS, in 1986–87, sampled students enrolled in the fall of 1986. Since the NPSAS in 1989-90, students enrolled at any time during the year are eligible for inclusion in the survey. This design change provides the data necessary to estimate full-year financial aid awards.

Each NPSAS survey provides information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families. Following each survey, NCES publishes three major reports, *Undergraduate Financing of Postsecondary Education, Student Financing of Graduate and Professional Education,* and *Profile of Undergraduates in U.S Postsecondary Education Institutions.*

*Indicators 6, 32, 34, 42,* and *43* use data from NPSAS. Further information about NPSAS is available at ***http://nces.ed.gov/surveys/npsas/***

## NATIONAL STUDY OF POSTSECONDARY FACULTY (NSOPF)

*Indicator 35* uses data collected for the NSOPF, which NCES sponsors. With support from the National Endowment for the Hu-

# Note 3: Other Surveys

**Continued**

manities and the National Science Foundation, NSOPF:93 included a sample of 974 public and private, not-for-profit degree-granting postsecondary institutions and 31,354 faculty and instructional staff. NSOPF:99 was designed to provide a national profile of faculty, including data on their professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes. NSOPF:99, which collected data in 1998–99, included 960 degree-granting postsecondary institutions and an initial sample of 28,704 faculty and instructional staff from these institutions.

Further information about NSOPF is available at ***http://nces.ed.gov/surveys/nsopf/***

## SCHOOLS AND STAFFING SURVEY (SASS)

SASS is the nation's largest sample survey of America's elementary and secondary schools. First conducted in 1987–88, SASS periodically surveys:

- public schools and collects data on school districts, schools, principals, teachers, and library media centers;
- private schools and collects data on schools, principals, teachers, and library media centers;
- schools operated by the Bureau of Indian Affairs and collects data on schools, principals, teachers, and library media centers; and
- public charter schools and collects data on schools, principals, teachers, and library media centers.

To ensure that the samples contain sufficient numbers for estimates, SASS uses a stratified probability sample design. Public and private schools are oversampled into groups based on certain characteristics. After schools are stratified and sampled, teachers within the schools are also stratified and sampled based on their characteristics. Due to the relatively few numbers of these schools, all charter schools under state supervision that were in existence during the 1998–99 school year and all schools run by the Bureau of Indian Affairs or American Indian/Alaska Native tribes were included in the 1999–2000 SASS.

*Indicators 28, 29,* and *30* use data from SASS. Further information about SASS is available at ***http://nces.ed.gov/surveys/SASS/OVERVIEW.ASP***

## NOTES

[1] For more information on the B&B study, consult U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 2001 Baccalaureate and Beyond Longitudinal Study* (NCES 2003–156) (Washington, DC 2002).

# Note 4: National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), administered regularly in a number of subjects since 1969, has two major goals: to assess student performance reflecting current educational and assessment practices; and to measure change in student performance reliably over time. To address these goals, the NAEP includes a main assessment and a long-term trend assessment. The assessments are administered to separate samples of students at separate times, use separate instrumentation, and measure different educational content. Consequently, results from the assessments should not be compared. Both assessments excluded certain subgroups of students identified as "special needs students," including students with disabilities and students with limited English proficiency. In 1998, 2000, and 2001, the main NAEP assessment provided a separate assessment with provisions made for accommodations for these students.

## Main NAEP

*Indicators 11, 12, 13,* and *14* are based on the main NAEP. The main NAEP periodically assesses students' performance in several subjects, following the curriculum frameworks developed by the National Assessment Governing Board (NAGB) and using the latest advances in assessment methodology. NAGB develops the frameworks using standards developed within the field, using a consensus process involving educators, subject-matter experts, and other interested citizens.

The content and nature of the main NAEP evolves to match instructional practices, so the ability to measure change reliably over time is limited. As standards for instruction and curriculum change, so does the main NAEP. As a result, data from different assessments are not always comparable. Recent NAEP main assessment instruments have typically been kept stable for short periods of time, allowing for a comparison across time in mathematics, science, and reading. Assessment instruments from 1990 to 2001 were developed using the same framework; they share a common set of tasks; and the populations of students were sampled and assessed using comparable procedures. For some subjects that are not assessed frequently, such as civics and the arts, no trend data are available.

Main NAEP results are reported in terms of predetermined achievement levels. Each assessment reflects current standards of performance in each subject. The achievement levels define what students who are performing at *Basic, Proficient,* and *Advanced* levels of achievement should know and be able to do. NAGB establishes achievement levels whenever a new main NAEP framework is adopted. These achievement levels have undergone several evaluations but remain developmental in nature and continue to be used on a trial basis. Until the Commissioner of NCES determines that the levels are reasonable, valid, and informative to the public, they should be interpreted and used with caution. The policy definitions of the achievement levels that apply across all grades and subject areas are as follows:

- *Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

# Note 4: National Assessment of Educational Progress (NAEP)

**Continued**

- *Advanced:* This level signifies superior performance.

### MAIN NAEP MATHEMATICS COURSETAKING

The main NAEP assessments included questions asking students in grades 8 and 12 about their course-taking patterns. In 8th grade, students reported on the mathematics course they were currently taking. For reporting purposes, courses were grouped into lower level (group 1) courses and higher level (group 2) courses. Group 1 courses include 8th-grade mathematics and prealgebra. Group 2 courses include algebra I, algebra II, geometry, and integrated or sequential mathematics.

In grade 12, students reported on the courses they had taken in grades 9 through 12 and the year they had taken each course. For reporting purposes, course-taking patterns were grouped into three levels: low level, middle level, and high level. Low-level coursetaking included students who had taken no mathematics courses or had taken only courses among the following: general mathematics, business mathematics, applied mathematics, and introduction to algebra. Middle-level coursetaking included students who took algebra I in grade 9 and geometry in grade 10 but had not taken the most advanced courses, including trigonometry, precalculus, statistics, or calculus. High-level coursetaking included students who took one or more among the following: trigonometry, precalculus, statistics, discrete or finite mathematics, and calculus. The three levels equate roughly with the mathematics pipeline detailed in ***supplemental note 6***. Low-level courses are roughly equivalent to the nonacademic or low academic levels. Middle-level courses are roughly equivalent to the middle academic levels, and high-level courses are roughly equivalent to the advanced academic levels.

# Note 5: International Assessments

## Videotape Classroom Study

Under the auspices of the International Association for the Evaluation of Educational Achievement (IEA), the Third International Mathematics and Science Study (TIMSS) assessed and collected data and reported results for more than half a million students at five grade levels, providing information on student achievement, student background characteristics, and school resources in 42 countries in 1995. In 1999, TIMSS was repeated at the 8th-grade level for science and mathematics in 38 countries, resulting in the Third International Mathematics and Science Study–Repeat (TIMSS-R).

TIMSS-R included a Videotape Classroom Study, on which *indicator 26* is based, that examined (1) teachers' beliefs about reform and how these beliefs relate to instructional practices, (2) the organization and process of instruction in science and mathematics, and (3) the scientific and mathematical content of lessons. The 1999 Video Study expanded on the TIMSS 1995 Video Study (described in NCES 2001–072, *supplemental note 5*) by including six countries (Australia, the Czech Republic, Japan, the Netherlands, Switzerland, and the United States) and one region (the Special Administrative Region [SAR] of Hong Kong) in the mathematics portion of the 1999 Video Study.[1] The TIMSS 1995 Video Study included three countries.

As part of expanding the number of participants in the mathematics portion of the Video Study, more countries with a high score in 8th-grade mathematics were included in the 1999 study. In the 1995 study, only one country, Japan, had high mathematics scores, which tended to bias readers toward Japanese teaching practices and away from the practices of other countries. To eliminate the potential for such bias, the 1999 study selected participants from among those countries and regions whose 8th-graders performed on average above U.S. 8th-grade students on the TIMSS 1995 mathematics assessment (NCES 2003–013, table 1.1).

The 1999 Video Study selected a set of 8th-grade classrooms to be representative of the classrooms in the TIMSS-R main study. All of the countries and the one region participating in the 1999 Video Study, except Japan, were required to include at least 100 schools in their initial selection of schools for the study. No new Japanese mathematics lessons were collected for the 1999 Video Study: those collected as part of the 1995 Video Study were re-analyzed as part of the 1999 Video Study. The Video Study final sample included 87 schools from Australia, 100 from the Czech Republic, 100 from Hong Kong SAR, 85 from the Netherlands, 140 from Switzerland, and 83 from the United States, plus the 50 schools from Japan's 1995 sample. Within the specified guidelines, each participating country and region developed their own strategy for obtaining a random sample of 8th-grade lessons to videotape.[2] Research coordinators were responsible for selecting or reviewing the selection of schools and lessons in their country or region.

Except for Japan, most videotaping for this study was done in 1999, though in some countries it began in 1998 and ended in 1999. Only one mathematics class was randomly selected within each school for videotaping. No substitutions of teachers or class periods were allowed. The designated class was videotaped once, in its entirety, without regard to the particular mathematics topic being taught or type of activity taking place. After their classroom was videotaped, teachers were asked to complete a questionnaire. English, German, Swiss, and Dutch versions of the questionnaire were created and judged to

## Note 5: International Assessments

**Continued**

be equivalent by a group of researchers, each of whom was fluent in at least two of the languages. Questionnaire data were obtained from teachers in 100 percent of the 8th-grade mathematics lessons videotaped in Australia, the Czech Republic, Hong Kong SAR, and the United States, from teachers in 96 percent of Dutch lessons, and in 99 percent of Swiss lessons. (For Japanese teachers' responses, Japan's 1995 questionnaire results were used.)

Each of the videotaped lessons was examined to assess various elements of the lesson—such as the lesson's coherence, the type of reasoning required of students, the level of complexity of the lesson's content, the connections between parts of the lesson, the kinds of tasks students were asked to engage in as part of the lesson, and the methods students used to solve mathematical problems. For this in-depth analysis of the videotaped lessons, an international team of bilingual representatives from each country assembled to develop and apply codes to the video data. They applied 45 codes in seven coding passes to each of the videotaped lessons and, in addition, created a lesson table for each videotaped lesson, which combined information from a number of codes. After the team finished coding half of the assigned set of lessons, it established a minimum acceptable reliability score for each code of 85 percent. Because not all members of the international coding team were experts in mathematics or teaching, several special coding teams with different areas of expertise were employed to create special codes regarding the mathematical nature of the content, the pedagogy, and the discourse. These groups included a mathematics problem analysis group, a mathematics quality analysis group, a problem implementation analysis group, and a text analysis group.

*Indicator 26* presents findings based on the study's coding of the lesson content and of the problem-solving phase of each lesson. For the latter analysis, four mutually exclusive categories were created to classify the type of mathematical processes that were explicitly explained or discussed during the lesson. In order from the simplest to the most complex, these categories are as follows:

- *giving results only* in which no processes were explained. Public work consisted solely of stating an answer to the problem without any discussion of how or why it was attained.
- *using procedures* in which the steps and rules or the algorithmic procedures for solving the problem were explained but underlying mathematical concepts were not.
- *stating concepts* in which mathematical concepts, such as mathematical properties or definitions, were explained but mathematical relationships or reasoning were not.
- *making connections* in which the mathematical relationships and/or mathematical reasoning involved in solving the problem were explained.

### CIVIC EDUCATION STUDY

*Indicator 16* is based on data from the IEA's two-part study of civic education in 28 countries in 1994 (NCES 2001–096). The first phase summarized what experts in each participating country believed 14-year-olds should know about a number of topics related to democratic institutions, including elections, individual rights, national identity, political participation, and respect for ethnic and political diversity. Phase two of the study assessed a nationally representative sample of 14-year-olds in 28 countries in 1999.

# Note 5: International Assessments

**Continued**

Fourteen-year-olds were chosen as the target population because testing an older group would have meant a substantial loss of students who had ended their secondary education. For sampling purposes, countries were instructed to select the grade in which most 14-year-olds were enrolled at the time of the study. In the United States, as in most countries, this was 9th grade. In the United States, the assessment was administered to almost 3,000 students in 124 public and private schools. The overall sample design was intended to approximate a self-weighting sample of students as much as possible, with each 9th-grade student in the United States having an approximately equal probability of being selected within the major school strata.

The assessment produced a "total civic knowledge" scale that consists of two subscales: civic content and civic skills. Civic content items assessed knowledge of key civic principles and pivotal ideas (e.g., key features of democracies). Civic skills items assessed skills in using civic-related knowledge (e.g., understanding a brief political article or a political cartoon). In addition, the assessment measured students' concepts of democracy, citizenship, and government; attitudes toward civic issues; and expected political participation. The assessment also included school, teacher, and student background questionnaires. These provided characteristics of the individual student, the school context, and a picture of how civic education was delivered through the school curriculum.

## PROGRESS IN INTERNATIONAL READING LITERACY STUDY

*Indicator 10* is based on data collected in 2001 as part of the Progress in International Reading Literacy Study (PIRLS). The study, conducted by the IEA, assessed reading comprehension of children in 35 countries. In each country, students from the upper of the two grades with the most 9-year-olds (4th grade in the United States and most countries) were assessed. Designed to be the first in a planned 5-year cycle of international trend studies in reading literacy by IEA, PIRLS 2001 provides comparative information on the reading literacy of 4th-graders and also examines factors that may be associated with the acquisition of reading literacy in young children. PIRLS 2001 scores are reported on a scale of 0–1000, with an international average of 500 and a standard deviation (the statistical measure of the extent to which values are spread around the average) of 100.

PIRLS 2001 defines reading literacy as "the ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers, and for enjoyment." Three aspects of reading literacy are assessed in PIRLS 2001: purposes of reading, processes of comprehension, and reading behavior and attitudes. The first two aspects were the basis for the written test of reading comprehension, and a student background questionnaire addressed the third aspect.

The purposes of reading were divided into two subscales that account for most of the reading done by young students: reading for literary experience and reading to acquire and use information. In the assessment, narrative fiction was used to assess students' ability to read for literary experience, while a range of informational texts assessed students' ability to acquire and use information while reading.

### PIRLS Benchmarks

PIRLS 2001 selected four cut-points on the combined reading literacy scale to correspond to the score points at or above which the lower quarter, the median, the upper quarter,

# Note 5: International Assessments

**Continued**

and the top 10 percent of 4th-graders for the international PIRLS 2001 sample performed.

### PIRLS Sampling Guidelines

Some countries participating in PIRLS did not meet the international sampling or other guidelines established for the survey. The table at the bottom lists the countries and the reason the international sampling or other guidelines were not met.

**Benchmarks for the PIRLS International Reading Literacy**

| Benchmark | Reading skills and strategies |
|---|---|
| Top 10 percent | ■ Demonstrate ability to integrate ideas and information.<br>■ Provide interpretations about characters' feelings and behaviors with text-based support.<br>■ Integrate ideas across the text to explain the broader significance or theme of the story.<br>■ Demonstrate understanding of informational materials by integrating information across various types of materials and successfully applying it to real-world situations. |
| Upper quarter | ■ Demonstrate ability to make inferences and recognize some text features in literary texts.<br>■ Make inferences to describe and contrast characters' actions. |
| Median | ■ Make elementary interpretations.<br>■ Locate specific parts of text or retrieve information.<br>■ Make observations about whole texts. |
| Lower quarter | ■ Retrieve explicitly stated details from various literary and informational texts. |

**Countries not meeting the international sampling and/or other guidelines**

| Country | Reason for not meeting guidelines |
|---|---|
| England | ■ Met guidelines for sample participation rates after replacement schools were included. National Defined Population covers less than 95 percent of National Desired Population. |
| Greece | ■ National Defined Population covers less than 95 percent of National Desired Population. |
| Israel | ■ National Defined Population covers less than 80 percent of National Desired Population. |
| Lithuania | ■ National Desired Population does not cover all of International Desired Population because coverage falls below 65 percent. |
| Morocco | ■ Nearly satisfying guidelines for sample participation rates after replacement schools were included. |
| Netherlands | ■ Met guidelines for sample participation rates after replacement schools were included. |
| Russian Federation | ■ National Defined Population covers less than 95 percent of National Desired Population. |
| Scotland | ■ Met guidelines for sample participation rates after replacement schools were included. |
| United States | ■ Met guidelines for sample participation rates after replacement schools were included. |

## NOTES

[1] The 1999 Video Study also expanded on the 1995 Video Study by investigating science teaching in the Czech Republic, Japan, the Netherlands, and the United States.

[2] The school sample was required to be a Probability Proportionate to Size (PPS) sample. A PPS sample assigns probabilities of selection to each school proportional to the number of eligible students in the 8th grade in schools countrywide.

# Note 6: NAEP, NELS, and HS&B Transcript Studies

At least two methods exist to classify the academic challenge or difficulty of the coursework that high school graduates complete. One method is to measure the highest level of coursework completed in different subjects (e.g., whether a graduate's most academically challenging mathematics course was algebra I, trigonometry, or calculus). The other method is to measure the number of courses completed in different subjects (e.g., whether a graduate completed two, three, or four courses in mathematics). Based on these two methods, analysts have created different taxonomies to categorize the academic challenge or difficulty of the completed coursework in graduates' high school transcripts. This supplemental note describes two of these taxonomies, which are used in the analyses of individual indicators in *The Condition of Education.*

*Indicators 24* and *25* use an "academic pipeline" to classify course-taking data according to the highest level of coursework completed. These data come from transcripts of graduates of public high schools, which were collected as part of the U.S. Department of Education's National Assessment of Educational Progress (NAEP), National Education Longitudinal Study of 1988 (NELS), and the High School & Beyond (HS&B) study. (It is important to note that although steps were taken to replicate the data collection and coding methodology in each study, some minor differences did occur. These differences may affect the comparability of data from different data sets.) *Indicator 23* uses a taxonomy of "academic rigor" to classify course-taking data, partly according to the number of courses completed. The same data sources are used for these indicators along with information about students' participation in Advanced Placement (AP) courses and tests.

## ACADEMIC PIPELINES

Academic "pipelines" organize transcript data in English, science, mathematics, and foreign language into levels based on the normal progression and difficulty of courses within these subject areas. Each level includes courses either of similar academic challenge and difficulty or at the same stage in the progression of learning in that subject area. In the mathematics pipeline, for example, algebra I is placed at a level lower in the pipeline hierarchy than is algebra II because algebra I is traditionally completed before (and is generally less academically difficult or complex) than algebra ii.

Classifying transcript data into these levels allows one to infer that high school graduates who have completed courses at the higher levels of a pipeline have completed more advanced coursework than graduates whose courses fall at the lower levels of the pipeline. Tallying the percentage of graduates who completed courses at each level permits comparisons of the percentage of high school graduates in a given year who reach each of the levels, as well as among different graduating classes.

The high school courses taken by students are coded according to the academic levels of the pipeline by matching course titles on the student's transcripts with course catalogs from the student's high school describing the contents of those courses. The courses are then coded according to the Classification of Secondary School Courses (CSSC) and the coded courses are assigned to broader course groupings, forming the academic levels of the pipeline in each subject area, using the Secondary School Taxonomy (SST). Steps are taken to replicate the data collection and coding methodology across the transcript studies to assure comparability. Some minor differences

# Note 6: NAEP, NELS, and HS&B Transcript Studies

**Continued**

may affect the comparability of data from different transcript collections to some extent.

Transcript studies are a reliable source of information but they do have limitations. One limitation is that transcript studies can describe the intended—but not the actual—curriculum. The content and instructional methods of one course taught in one school by a certain teacher may be different from the content and instructional methods of another course that is classified as having the same CSSC code but is taught by a different teacher. Nevertheless, validation studies and academic research have shown significant differences between the highest level of academic courses completed by students and their scores on tests of academic achievement (Chaney, Burgdorf, and Atash 1997; Berends, Lucas, and Briggs, forthcoming).

In classifying students' courses from their transcripts according to a pipeline, only the courses *completed* in a subject area are included and not courses *attempted*. The pipeline also does not provide information on how many courses graduates completed in a particular subject area. Graduates are placed at a particular level in the pipeline based on the level of their highest completed course, regardless of whether they completed courses that would fall lower in the pipeline. Thus, graduates who completed year 3 of (or 11th-grade) French did not *necessarily* complete the first 2 years.

### English Pipeline

English language and literature courses do not fit neatly into an ordered hierarchical framework. Instead of building on previously studied content, the English curriculum is stratified by the level of academic challenge and intensity of work required within a specific content area rather than among different courses. For example, within the general English curriculum, most schools have three tracks that vary by level of academic challenge: below-grade level or low academic level courses, at-grade or regular courses, and above-grade or honors courses. Thus, unlike the mathematics and science pipelines that are based on progress within a content continuum (e.g., algebra I, geometry, algebra II, trigonometry, and calculus), the English pipeline is constructed to reflect the proportion of coursework completed by graduates in each track. It reflects the quality of a graduate's English coursetaking rather than the progression from low-level to more challenging coursework.

The English pipeline has seven categories: no English coursework; 50 percent or more low academic level courses; some, but less than 50 percent low academic level courses; regular, no low or honors courses; some, but less than 50 percent honors courses; 50 percent or more, but less than 75 percent honors courses; and 75 percent or more honors courses.

#### *No English*

No courses classified as English ever completed by graduate. It is possible for a graduate to have taken one or more unclassified English courses and be placed in the "no English" level. For the most part, these unclassified courses were English coursework for blind and deaf students or English as a Second Language courses.

#### *Low Academic Level*

The low academic level is divided into two sublevels, the second of which is considered to be more academically challenging than the first.

- *50 percent or more low academic level English*: The number of completed courses classified as low academic level, when

## Note 6: NAEP, NELS, and HS&B Transcript Studies

**Continued**

divided by the total number of completed low academic, regular-, and honors-level courses, yields a percentage between 50 and 100.

- *Some, but less than 50 percent low academic level courses*: The number of completed courses classified as low academic level, when divided by the total number of completed low academic, regular-, and honors-level courses, yields a percentage less than 50. It is possible for a graduate to have also completed less than 50 percent honors-level courses and be classified under this category if the percentage of low-academic level courses completed was equal to or greater than the percentage of honors-level courses completed.

### *Regular*

All completed English courses classified at grade level; no low academic level or honors courses.

### *Advanced Academic Level*

The advanced academic level is divided into three sublevels.

- *Some, but less than 50 percent honors courses*: The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage less than 50. It is possible for a graduate to have also completed less than 50 percent low-academic level courses and be classified under this category if the percentage of low-academic level courses completed was less than the percentage of honors-level courses completed.
- *50 percent or more, but less than 75 percent honors courses*: The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage 50 or greater and less than 75.
- *75 percent or more honors courses*: The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage between 75 and 100.

### Foreign Language Pipeline

Coursework in a foreign language follows an ordered, sequential path. Most high school students who study a foreign language progress along such a path, which is typically a sequence of four year-long courses in the language. Not all students do this, however. Some students begin their studies in the middle of a sequence because they have prior knowledge of the language. Some repeat the same year of study, and a few (about 7 percent of 1988 graduates) study more than one language (NCES 2003–343). The highest level of completed coursework in the foreign language pipeline thus may not indicate the total number of years a graduate has studied a foreign language or languages.

The foreign language pipeline also does not classify all foreign language study: only courses in French, German, Latin, and Spanish are counted because these are the most commonly offered foreign languages. The next four most commonly offered foreign languages (Italian, Japanese, Hebrew, and Russian) each accounted for less than 1 percent of 1988 graduates who studied foreign languages in the unweighted NELS:88 sample that was used to create the pipeline (NCES 2003–343). Adding these four languages to the four most common languages in the pipeline made less than 0.1 percent difference in the percentage of graduates who studied a single language, though it made more difference (yet less than 1 percent difference) in

# Note 6: NAEP, NELS, and HS&B Transcript Studies

**Continued**

the percentage of graduates who never studied a language and who studied more than one language. In 1998, the total percentage of students who studied one of these next four most commonly offered languages was 4.5 percent.

The foreign language pipeline has six categories: none; year 1 (1 year of 9th-grade instruction) or less; year 2 (1 year of 10th-grade instruction); year 3 (1 year of 11th-grade instruction); year 4 (1 year of 12th-grade instruction); AP instruction.

***None***

No courses classified as foreign language study ever completed by graduate. Only courses in the four most common languages (French, German, Latin, and Spanish) are counted as foreign language study, so it is possible for a graduate to have taken one or more courses of some other foreign language and be placed in this category.

***Low Academic Level***

***Year 1 (1 year of 9th-grade instruction) or less***

Graduate completed no more than either a full Carnegie unit (1 academic year of coursework) of 9th-grade (year 1) foreign language instruction or half a Carnegie unit of 10th-grade (year 2) foreign language instruction.

***Year 2 (1 year of 10th-grade instruction)***

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 10th-grade (year 2) foreign language instruction or completed half a Carnegie unit of 11th-grade (year 3) foreign language instruction.

***Advanced Academic Level***

***Year 3 (1 year of 11th-grade instruction)***

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 11th-grade (year 3) foreign language instruction or completed half a Carnegie unit of 12th-grade (year 4) foreign language instruction.

***Year 4 (1 year of 12th-grade instruction)***

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 12th-grade (year 1) foreign language instruction or completed half a Carnegie unit of 13th-grade (year 5) foreign language instruction.

***AP instruction***

Graduate completed an AP foreign language course.

## ACADEMIC RIGOR

To measure the "academic rigor" of coursework, a taxonomy of four levels of academic rigor has been constructed, using the following criteria:

- the number of courses that students had completed in academic subjects in science, mathematics, English, social studies, and foreign language;
- the level or intensity of courses that students had taken in mathematics and science; and
- whether students had taken any honors or AP courses.

When information on honors/AP coursetaking is missing, AP test-taking is used as supplementary data. It is assumed that, if AP records indicated that students had taken an AP test, students had taken a honors/AP course.

Classifying transcript data into these four levels allows one to conclude that high school graduates who meet the criteria of more "rigorous" levels have completed more academically challenging and difficult coursework than graduates who meet only the criteria of less "rigorous" levels. The primary differ-

## Note 6: NAEP, NELS, and HS&B Transcript Studies

**Continued**

ences between a taxonomy based on academic pipelines and one based on academic rigor is that the latter classifies students who have completed a set number of "rigorous" courses, whereas the former indicates only the highest level of coursework completed, not the number of courses completed.

For *indicator 23*, the following three levels are used.

- *Core or lower:* Student completed no more than 4 years of English and 3 years each of science, mathematics, and social studies.
- *Mid-level*: Student completed at least 4 years of English; 3 years of science (including 2 years of biology, chemistry, *or* physics); 3 years of mathematics (including algebra I and geometry); and 3 years of social studies.
- *Rigorous*: Student completed at least 4 years of English; 4 years of mathematics (including precalculus); 3 years of science (including biology, chemistry, *and* physics); 3 years of social studies; 3 years of foreign language; and 1 honors/AP course or AP test score.

# Note 7: International Standard Classification of Education

*Indicator 40* uses the International Standard Classification of Education (ISCED), which is designed to facilitate comparisons among educational systems in different countries. Many countries report education statistics to UNESCO and the Organization for Economic Cooperation and Development (OECD) using the ISCED. In this classification system, education is divided into levels.

*Education preceding the first level (early childhood education)* where it is provided usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years. In the United States, this level includes nursery school and kindergarten.

*Education at the first level (primary or elementary education)* usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

*Education at the secondary level (lower secondary education)* begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often employing more specialized teachers who conduct classes in their field of specialization. The main criteria for distinguishing lower secondary education from primary education depend on whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, the lower secondary education begins at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

*Education at the third level (upper secondary education)* typically begins at age 15 or 16 and lasts for approximately 3 years. For the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education; and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.

*Education at the fifth level (nonuniversity higher education)* is provided at community colleges, vocational/technical colleges, and other degree-granting institutions in which programs typically take 2 years or more, but less than 4 years, to complete.

*Education at the sixth level (university higher education)* is provided in undergraduate programs at 4-year colleges and universities in the United States and, generally, at universities in other countries. Education at this level is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high-skill requirements. Entry into sixth-level programs normally requires the successful completion of an upper second-

# Note 7: International Standard Classification of Education

**Continued**

ary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. Completion of research projects or theses may be involved. The faculty must have advanced research credentials.

*Education at the seventh level (graduate and professional higher education)* is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at the seventh level lead to the award of an advanced research qualification, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels six and seven), although the length of actual enrollment is often longer. The programs at the seventh level are devoted to advanced study and original research.

*Education at the ninth level (undistributed)* is a classification reserved for enrollments, expenditures, or programs that cannot be unambiguously assigned to one of the aforementioned levels. Some countries, for example, assign nongraded special education or recreational nondegree adult education programs to this level. Other countries assign nothing to this level, preferring instead to allocate enrollments, expenditures, and programs to levels as best they can.

Public expenditure data used in *indicator 40* correspond to the nonrepayable current and capital expenditure of all levels of government. Current expenditure includes final consumption expenditure (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditure); property income paid; subsidies; and other current transfers paid (e.g., social security, social assistance, pensions, and other welfare benefits). Capital expenditure is spending to acquire and/or improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, and spending to finance net capital transfers.

Private expenditure data used in *indicator 40* refer to expenditures funded by private sources (i.e., households and other private entities). "Households" means students and their families. "Other private entities" include private business firms and nonprofit organizations, including religious and charitable organizations, and business and labor associations. Private expenditure comprises school fees; materials such as textbooks and teaching equipment; transport to school (if organized by the school); meals (if provided by the school); boarding fees; and expenditure by employers on initial vocational training. Note that private educational institutions are considered to be service providers, not funding sources.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2002). *Education at a Glance: OECD Indicators, 2002.*

# Note 8: Classification of Postsecondary Education Institutions

The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) employs various categories to classify postsecondary institutions. This note outlines the different categories used in varying combinations in *indicators 5, 7, 19, 20, 21, 23, 32, 33, 34, 35, 42*, and *43*.

## BASIC IPEDS CLASSIFICATIONS

The term "postsecondary institutions" is the category used to refer to institutions with formal instructional programs and a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. For many analyses, however, comparing all institutions from across this broad universe of postsecondary institutions would not be appropriate. Thus, postsecondary institutions are placed in one of three levels, based on the highest award offered at the institution:

- *4-year-and-above institutions:* Institutions or branches that award at least a 4-year degree or higher award in one or more programs, or a postbaccalaureate, postmaster's, or post-first-professional certificate.
- *2-year but less-than-4-year institutions:* Institutions or branches that confer at least a 2-year formal award (certificate, diploma, or associate's degree), or that have a 2-year program creditable toward a baccalaureate degree.
- *Less-than-2-year institutions:* Institutions or branches that have programs lasting less than 2 years that result in a terminal occupational award or are creditable toward a degree at the 2-year level or higher.

Postsecondary institutions are further divided according to these criteria: degree-granting versus nondegree-granting; type of financial control; and Title IV-participating versus not Title IV-participating.

*Degree-granting* institutions offer associate's, bachelor's, master's, doctor's, and/or first-professional degrees that a state agency recognizes or authorizes. *Nondegree-granting* institutions offer other kinds of credentials and exist at all three levels. The number of 4-year nondegree-granting institutions is small compared with the number at both the 2-year but less-than-4-year and less-than-2-year levels.

IPEDS classifies institutions at each of the three levels of institutions by type of financial control: *public; private not-for-profit;* or *private for-profit* (e.g., proprietary schools). Thus, IPEDS divides the universe of postsecondary institutions into nine different "sectors." In some sectors (for example, 4-year private for-profit institutions), the number of institutions is small relative to other sectors. Institutions in any of these sectors can be degree- or nondegree-granting.

Institutions in any of these sectors can also be Title IV-participating or not. For an institution to participate in federal Title IV, Part C, financial aid programs, it must offer a program of study at least 300-clock hours in length; have accreditation recognized by the U.S. Department of Education; have been in business for at least 2 years; and have a Title IV participation agreement with the U.S. Department of Education.

- *Indicators 5* and *19* include 4-year and 2-year degree-granting institutions in their analyses.
- *Indicator 7* includes degree-granting institutions in its analysis.
- *Indicator 20* includes 4-year and less-than-4-year degree-granting institutions in its analysis.

# Note 8: Classification of Postsecondary Education Institutions

**Continued**

- *Indicators 21, 23, 34,* and *42* include 2-year and 4-year, public and private, degree-granting institutions in their analyses.
- *Indicator 33* includes Title IV-participating degree-granting institutions in its analysis.

### CARNEGIE CLASSIFICATION

The Carnegie Classification groups American colleges and universities by their purpose and size. First developed in 1970 by the Carnegie Commission on Higher Education, the classification system does not establish a hierarchy among 2- and 4-year degree-granting institutions; instead it groups colleges and universities with similar programs and purposes to facilitate meaningful comparisons and analysis. The Carnegie Classification system has been revised four times—in 1976, 1987, 1994, and 2000—since it was created. The 1994 classification, used for indicators in this volume, divides institutions of higher education into 10 categories, with the 10th category—Professional Schools and Specialized Institutions—subdivided into 10 subcategories (see table of definitions on next page).

The information used to classify institutions into the Carnegie categories comes from survey data. The 1994 version of Carnegie Classifications relied on data from IPEDS, the National Science Foundation, The College Board, and the 1994 Higher Education Directory published by Higher Education Publications, Inc.

For the purposes of analysis, *indicators 20, 32, 35,* and *43* use the Carnegie Classifications (reprinted below) to subdivide the IPEDS groupings (e.g., 4-year institutions—an IPEDS grouping—may be subdivided into research, doctoral, master's, and/or other institutions, which are Carnegie Classifications). The following key provides a guide to each indicator's category labels and what Carnegie Classification categories they include.

***Indicator 20***

- *4-year doctoral institutions* include Research Universities I and II and Doctoral Universities I and II.
- *4-year nondoctoral institutions* include Master's (Comprehensive) Universities and Colleges I and II, Baccalaureate Colleges I and II, and Professional Schools and Specialized Institutions that offer 4-year degrees.

***Indicator 32*** includes the same four categories as *indicator 20* plus

- *4-year total* includes all institutions that offer 4-year degrees.
- *2-year institutions* include 2-year or Associate of Arts Colleges.

***Indicator 35***

- *Research institutions* include Research Universities I and II.
- *Doctoral institutions* include Doctoral Universities I and II.
- *Comprehensive institutions* include Master's (Comprehensive) Universities and Colleges I and II.
- *Liberal arts institutions* include Baccalaureate Colleges I and II.
- *2-year institutions* include 2-year or Associate of Arts Colleges.
- *Other institutions* include public liberal arts colleges, private not-for-profit 2-year institutions, and other specialized institutions.

# Note 8: Classification of Postsecondary Education Institutions

**Continued**

### *Indicator 43*

- *2-year institutions* include 2-year or Associate of Arts Colleges.
- *Comprehensive and baccalaureate institutions* include Master's (Comprehensive) Universities and Colleges I and II as well as Baccalaureate Colleges I and II.
- *Research and doctoral institutions* include Research Universities I and II and Doctoral Universities I and II.

**Carnegie Classification Categories (1994 Definitions[1])**

**Research Universities I**

"These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees[2] each year. In addition, they receive annually $40 million or more in federal support."[3]

**Research Universities II**

"These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees[2] each year. In addition, they receive annually between $15.5 million and $40 million in federal support."[3]

**Doctoral Universities I**

"In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines."[4]

**Doctoral Universities II**

"In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award annually at least 10 doctoral degrees—in three or more disciplines—or 20 or more doctoral degrees in one or more disciplines."[4]

**Master's (Comprehensive) Universities and Colleges I**

"These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines."

**Master's (Comprehensive) Universities and Colleges II**

"These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines."

**Baccalaureate Colleges I**

"These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40 percent or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions."

**Baccalaureate Colleges II**

"These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40 percent of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions."

# Note 8: Classification of Postsecondary Education Institutions

**Continued**

**Carnegie Classification Categories (1994 Definitions[1])—Continued**

---

**Two-Year or Associate of Arts Colleges**

"These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees."

**Professional Schools and Specialized Institutions**

"These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in a single discipline." They are divided into the following subcategories:

- Theological seminaries, bible colleges, and other institutions offering degrees in religion;
- Medical schools and medical centers;
- Other separate health professional schools;
- Schools of engineering and technology;
- Schools of business and management;
- Teachers' colleges;
- Other specialized institutions; and
- Tribal colleges.

---

[1] *Carnegie Foundation for the Advancement of Teaching* (1994). In December 2000, the Carnegie Foundation released an updated version of its classification system of institutions of higher education. The new scheme is available at the Carnegie foundation web site *(http://www.carnegiefoundation.org/Classification/index.htm)*.

[2] Doctoral degrees include Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Ph.D. in any field.

[3] Total federal obligation figures are available from the National Science Foundation's annual report, *Federal Support to Universities, Colleges, and Nonprofit Institutions*. The years used in averaging total federal obligations are 1989, 1990, and 1991.

[4] The academic year for determining the number of degrees awarded by institutions was 1983–84.

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# Note 9: Price of College Attendance

The sample used for *indicator 43* consists of full-time, full-year students who attended one postsecondary institution during the 1999–2000 academic year. Specific terms used in the indicator are as follows:

- *Total price:* The total price for a student is the institutionally determined budget. The budget includes tuition and fees and nontuition expense allowances to cover books and supplies, living expenses, transportation, and personal expenses. The allowance for living expenses considers where the student lives (on campus, independently off campus, or with parents) and the cost of living in the geographic area in which the institution is located.
- *Tuition and fees:* Indicates the tuition the student was charged for the academic year, as reported by the institution in the National Postsecondary Student Aid Study (NPSAS). If the tuition was not reported, it was estimated based on the average per credit or per term charges for other students at the institution according to their class level, degree program, and attendance status.
- *Grants:* Total amount of all grants and scholarships received during 1999–2000 from federal, state, institutional, and private sources, including tuition reimbursements from employers.
- *Net price:* Total price minus total grants.
- *Family income quartiles: Indicators* 42 and 43 use quartiles, which are aggregated from income percentiles for all undergraduates enrolled in U.S. postsecondary institutions. Percentiles are calculated separately for dependent and independent students and then combined into one variable. Thus, each ranking compares the student only to other students of the same dependency status. Parents' income is used if a student is dependent and a student's own income (including the spouse's income if the student is married) is used if the student is independent. Total income in 1991 was used for NPSAS:93 and income in 1998 was used for NPSAS:2000. The income from these years is the income reported on the financial aid applications and used for federal need analysis. The amounts shown for NPSAS:93 are in real 1999 dollars. Income quartiles for NPSAS:93 and NPSAS:2000 are as follows:

*NPSAS:93*

- Dependent students
    - Low quartile (Less than $24,000)
    - Middle quartiles ($24,000 to $69,999)
    - High quartile ($70,000 or more)
- Independent students
    - Low quartile (Less than $8,000)
    - Middle quartiles ($8,000 to $34,999)
    - High quartile ($35,000 or more)

*NPSAS:2000*

- Dependent students
    - Low quartile (Less than $30,000)
    - Middle quartiles ($30,000 to $81,999)
    - High quartile ($82,000 or more)
- Independent students
    - Low quartile (Less than $12,000)
    - Middle quartiles ($12,000 to $48,999)
    - High quartile ($49,000 or more)

Financial dependency is defined in the glossary.

# Note 10: Finance

## Using the Consumer Price Index (CPI) to Adjust for Inflation

The Consumer Price Indexes (CPIs) represent changes in the prices of all goods and services purchased for consumption by urban households. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. Finance indicators in *The Condition of Education* use the "U.S. All Items CPI for All Urban Consumers, CPI-U."

The CPI-U is the basis for both the calendar year CPI and the school year CPI. The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12. The school year CPI is rounded to three decimal places. Data for the CPI-U are available on the Bureau of Labor Statistics web site (given below). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics 2001* (NCES 2002–130), an annual publication of NCES.

Although the CPI has many uses, its principal function in *The Condition of Education* is to convert monetary figures (salaries, expenditures, income, and so on) into inflation-free dollars to allow comparisons over time. For example, due to inflation, the buying power of a teacher's salary in 1998 is not comparable to that of a teacher in 2002. In order to make such a comparison, the 1998 salary must be converted into 2002 constant dollars using the following formula: the 1998 salary is multiplied by a ratio of the 2002 CPI over the 1998 CPI.

$$\text{1998 salary} \cdot \frac{(\text{2002 CPI})}{(\text{1998 CPI})} = \text{1998 salary in 2002 constant dollars}$$

For more detailed information on how the CPI is calculated or the other types of CPI indexes, go to the Bureau of Labor Statistics web site (***http://www.bls.gov/cpihome.htm***).

In *The Condition of Education 2003*, this description of the CPI applies to *indicators 39, 42,* and *43*.

## Classifications of Revenue for Elementary and Secondary Education

In *indicator 41*, revenues for elementary and secondary education are classified by source (local, state, or federal). Revenues from federal sources include direct grants-in-aid from the federal government; federal grants-in-aid through a state or an intermediate agency; and other revenue, in lieu of taxes, that would have accrued had the tax base been subject to taxation. Revenues from state sources include those that can be used without restriction; those for categorical purposes; and revenues in lieu of taxation. Revenues from local sources include revenues from a local education agency (LEA), including taxes levied or assessed by an LEA; revenues from a local government to an LEA; tuition received; transportation fees; earnings on investments from LEA holdings; net revenues from food services (gross receipts less gross expenditures); net revenues from student activities (gross receipts less gross expenditures); and other revenues (e.g., textbook sales, donations, property rentals).

Revenues are also classified by type, as either general revenues (which include general formula assistance) or categorical revenues (which include both compensatory revenues and other categorical revenues). General revenues refer to state and local revenues that an LEA can use for any unspecified purpose. Categorical revenues include all state revenues except general formula assistance and all federal revenues that are intended to

# Note 10: Finance

**Continued**

address specific educational needs. Categorical revenues are divided into compensatory and other categorical revenues.

Other categorical revenue is all categorical revenue not including compensatory revenue and consists of state other categorical programs and federal other categorical programs. State other categorical programs include revenues for staff improvement, special education, bilingual education, gifted and talented, vocational education, school lunch, capital outlay and debt service, transportation, and unspecified state revenues as well as all other revenues from state sources. Federal other categorical programs include revenues from the Children with Disabilities Act, Eisenhower Professional Development State Grants, the Safe and Drug Free Schools and Communities program, Chapter 2 block grants, the Child Nutrition Act, Impact Aid, the Indian Education program, as well as vocational education, bilingual education, all other federal aid distributed through state programs, and all other direct federal aid.

Compensatory revenue is a type of categorical revenue that targets resources to school districts for instruction and other supplemental services for educationally disadvantaged students. Total compensatory revenue is the sum of federal compensatory programs (Title I) and state compensatory programs. Title I funding supplements state and local funds for educational services to provide for the additional needs of economically and educationally disadvantaged children.

## GEOGRAPHICAL COST OF EDUCATION INDEX (GCEI)

In *indicator 39*, a GCEI is used to compensate for geographical differences in the costs of educating students. GCEI is a comprehensive geographic cost-of-education index for school services and resources that focuses on the prices of the inputs (personnel and nonpersonnel items used in the provision of school services) purchased by schools. GCEIs are available from Education Finance Statistics Center *(http://nces.ed.gov/edfin/)*.

# Note 11: Student Disabilities

In the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), respondents were asked if they had any of the following long-lasting conditions: blindness, deafness, or a severe vision or hearing impairment. They were also asked if they had any condition that substantially limited one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying. Next, they were asked if they had any other physical, mental, or emotional condition that had lasted 6 months or more. If they had any of these other long-lasting conditions, they were asked if they had difficulty learning, remembering, or concentrating; dressing, bathing, or getting around inside their home or dormitory; getting to school to attend class; or working at a job. Finally, students who reported any type of disability were asked if they considered themselves disabled.

Overall, 11 percent of undergraduates reported having a sensory, mobility, or other disability (as described above); 9 percent reported having a disability that caused them difficulty as a student (i.e., they had a sensory or mobility disability or they had another condition that caused them difficulty with any of the activities listed in the previous paragraph); and 4 percent considered themselves disabled (NPSAS 2000: Previously unpublished tabulations [March 2002]). *Indicator 34* limits its discussion to the 9 percent of students who had a disability that caused them difficulty as a student.

The disability section of NPSAS:2000 was more detailed and very different from that of previous NPSAS surveys. Consequently, direct comparisons between students surveyed in 2000 and in previous years may be misleading. The percentage of students indicating some sort of disability was substantially higher in NPSAS:2000 than in previous administrations of the survey.

# Appendix 3
# Standard Error Tables

*This appendix includes tables of standard errors for all figures in the special analysis and all figures or tables in the indicators in sections 1–6 that present data collected through sample surveys. There are no standard error tables for figures or tables that present data from universe surveys (such as all school districts), compilations of administrative records, or statistical projections.*

*The standard errors for supplemental tables in appendix 1 are not included here, but can be found on the NCES Web Site. Go to* http://nces.ed.gov *and select* The Condition of Education *volume appearing on the home page. The supplemental and standard error tables for each indicator (and all other supporting information) are included with each indicator in that volume.*

# Standard Errors

The Reader's Guide in the front of this volume explains the basic concept of standard errors and why they should be considered in comparing the difference between two estimates. This section includes tables of the standard errors for all figures in the special analysis and all figures or tables in the indicators that present data collected through sample surveys. Tables of standard errors for all of the supplemental tables in appendix 1 are located on the NCES Web Site (*http://nces.ed.gov*). The information below explains how standard errors can be used to make comparisons between sample estimates for readers who wish to make their own comparisons with the sample data provided in this volume.

Readers who wish to compare two sample estimates to see if there is an actual statistical difference between the two (or only an apparent difference due to sampling error) need to estimate the precision of the difference between the two sample estimates. This would be necessary to compare, for example, the mean proficiency scores between groups or years in the National Assessment of Educational Progress or the percentage of the population ages 25–29 who have completed high school in various years according to the Current Population Survey. To estimate the precision of the difference between two sample estimates, one must find the standard error of the difference between the two sample estimates (sample estimate A or $E_A$ and sample estimate B or $E_B$). Expressed mathematically, the difference between the two estimates $E_A$ and $E_B$ is $E_A$-$E_B$.

The standard error of the difference (or $se_{A-B}$) can be calculated by taking the square root of the sum of the two standard errors associated with each of the two sample estimates ($se_A$ and $se_B$) after each has been squared. This can be expressed as

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

After finding the standard error of the difference, one divides the difference between the two sample estimates by this standard error to determine the "*t*-value" or "*t*-statistic" of the difference between the two estimates. This *t-statistic* measures the precision of the difference between two independent sample estimates. The formula for calculating this ratio is expressed mathematically as

$$t = \frac{E_A - E_B}{se_{A-B}}$$

The next step is to compare this *t*-value to 1.96, which is a statistically determined criterion level for testing whether the observed difference is due to sampling error instead of a true population difference. If this ratio or *t*-statistic is greater than 1.96, it can be concluded that 95 times out of 100 the difference between the two sample estimates ($E_A$ and $E_B$) is not due to sampling error alone. If the *t*-statistic is equal to or less than 1.96, then the difference may be due to sampling error. This level of certitude or significance is known as the ".05 level of (statistical) significance."

As an example of a comparison between two sample estimates to see if there is an actual statistical difference between the two, consider the data on the performance of male and female 12th-grade students in the Geography Assessment in the 2001 National Assessment of Educational Progress (see supplemental table 13-2). Males had an average scale score of 287; females had an average scale score of 282. Is the difference of 5 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.9 and 0.8, respectively (see standard error table S13-2 on the NCES Web Site). Using the formula above, the standard error of the difference is 1.20. The ratio or *t*-statistic of the estimated difference of 5 scale points to the standard error of the difference (1.20) is 4.15. This value is greater than 1.96—the critical value

## Standard Errors

**Continued**

of the *t*-distribution for a 5 percent level of significance with a large sample. Thus there is less than a 5 percent chance that the difference between the estimates of average scores for males and females is due to sampling error. This means that one can reasonably conclude that there was a difference between the performance of male and female 12th-graders in geography in 2001 and that, since the estimated score for males is higher than the estimated score for females, males outperformed females.

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# Reading—Young Children's Achievement and Classroom Experiences

**Table SA1.** **Standard errors for the percentage distribution of first-time kindergartners' reading scores, by type of reading knowledge and skills: Fall 1998, spring 1999, fall 1999, and spring 2000**

| | Reading knowledge and skills | | | | |
|---|---|---|---|---|---|
| Grade | Letter recognition | Beginning sounds | Ending sounds | Sight-words | Words in context |
| Fall kindergarten | 1.4 | 1.3 | 0.9 | 0.3 | 0.2 |
| Spring kindergarten | 0.6 | 1.2 | 1.3 | 0.8 | 0.4 |
| Fall 1st grade | 0.4 | 1.0 | 1.3 | 1.3 | 0.7 |
| Spring 1st grade | 0.2 | 0.4 | 0.6 | 1.2 | 1.3 |

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Public-Use Data File (NCES 2002–134).

**Table SA2.** **Standard errors for the percentage distribution of kindergartners at each quartile group of the overall skill distribution, by number of risk factors: Fall 1998**

| | Quartile groups of overall skill distribution | | | |
|---|---|---|---|---|
| Number of risk factors | Bottom quartile | 26–50 percent | 51–75 percent | Top quartile |
| Two or more | 1.6 | 1.4 | 1.0 | 0.7 |
| One | 1.1 | 0.9 | 0.8 | 0.9 |
| None | 0.6 | 0.6 | 0.5 | 1.0 |

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Restricted-Use Data File (NCES 2000–097), fall 1998.

**Table SA3.** **Standard errors for the percentage of children demonstrating specific reading knowledge and skills in the spring of kindergarten, by proficiency in recognizing letters at kindergarten entry: Spring 1999**

| | Reading knowledge and skills | | | |
|---|---|---|---|---|
| Proficiency | Beginning sounds | Ending sounds | Sight-words | Words in context |
| Proficient in letters | 0.6 | 0.8 | 0.6 | 0.3 |
| Not proficient in letters | 1.4 | 1.0 | 0.2 | ‡ |

‡ Reporting standards not met (too few cases).

SOURCE: Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125), table 8a. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Restricted-Use Data File (NCES 2002–134).

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# Reading—Young Children's Achievement and Classroom Experiences

**Table SA4.** **Standard errors for the percentage of children demonstrating specific reading knowledge and skills in the spring of kindergarten, by their approaches to learning at kindergarten entry: Spring 1999**

| | Reading knowledge and skills | | | |
|---|---|---|---|---|
| **Approach to learning** | **Beginning sounds** | **Ending sounds** | **Sight-words** | **Words in context** |
| Demonstrates positive approaches to learning often to very often | 0.8 | 0.9 | 0.6 | 0.3 |
| Demonstrates positive approaches to learning less than often | 1.4 | 1.2 | 0.4 | 0.2 |

SOURCE: Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125), table 8a. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Restricted Use Data File (NCES 2002–134).

**Table SA5.** **Standard errors for the average percentage of class time that public school kindergarten classes used various instructional approaches, by kindergarten program type: Spring 1999**

| | Instructional approach | | | |
|---|---|---|---|---|
| | Teacher-directed | | | |
| **Program type** | **Whole class** | **Small group** | **Individual** | **Child-directed** |
| Full-day | 0.7 | 0.6 | 0.4 | 0.5 |
| Part-day | 1.4 | 1.1 | 0.8 | 0.7 |

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

**Table SA6.** **Standard errors for the percentage of public school kindergarten classes that used various grouping strategies daily for reading, by program type: Spring 1999**

| | Grouping strategies | | |
|---|---|---|---|
| **Program type** | **Mixed-level groups** | **Achievement groups** | **Peer-tutoring** |
| Full-day | 1.6 | 1.9 | 1.5 |
| Part-day | 2.5 | 1.5 | 1.6 |

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

# Reading—Young Children's Achievement and Classroom Experiences

**Table SA7. Standard errors for the percentage of public school kindergarten classes that used certain reading activities daily, by program type: Spring 1999**

| | Reading activities | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Program type | Learn letter names | Work on phonics | Discuss new vocabulary | Read books kindergartners have chosen | Read aloud | Read silently | Work on reading worksheet | Read from basal text |
| Full-day | 0.8 | 1.3 | 1.6 | 2.0 | 1.6 | 1.9 | 1.2 | 2.2 |
| Part-day | 1.0 | 1.3 | 1.9 | 2.5 | 2.2 | 2.2 | 0.9 | 2.6 |

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Base Year Public-Use Data File (NCES 2001–029).

**Table SA8. Standard errors for the public school first-time kindergartners' mean reading scores and mean reading gain scores (unadjusted), by program type: Fall 1998 to spring 1999**

| | Reading score | | |
|---|---|---|---|
| Program type | Fall 1998 | Spring 1999 | Gain score |
| Full-day | 0.3 | 0.4 | 0.2 |
| Half-day | 0.3 | 0.3 | 0.2 |

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Teacher Questionnaire and Child Assessments, Base Year Public-Use Data File.

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# Family Characteristics of 5- to 17-Year-Olds

**Table S2.** **Standard errors for the percentage of 5- to 17-year-olds whose parents had at least completed high school or attained a bachelor's degree or higher, by race/ethnicity: Selected years 1979–2001**

| Parents' education | 1979 | 1984 | 1989 | 1992 | 1995 | 1999 | 2001 |
|---|---|---|---|---|---|---|---|
| **Total** | | | | | | | |
| High school completion or higher | 0.4 | 0.5 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Bachelor's degree or higher | 0.4 | 0.5 | 0.3 | 0.3 | 0.3 | 0.3 | 0.4 |
| **Black** | | | | | | | |
| High school completion or higher | 1.4 | 1.6 | 0.8 | 0.8 | 0.8 | 0.8 | 0.7 |
| Bachelor's degree or higher | 0.6 | 0.9 | 0.7 | 0.6 | 0.6 | 0.7 | 0.9 |
| **White** | | | | | | | |
| High school completion or higher | 0.4 | 0.4 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Bachelor's degree or higher | 0.5 | 0.6 | 0.4 | 0.4 | 0.4 | 0.4 | 0.5 |
| **Hispanic** | | | | | | | |
| High school completion or higher | 2.1 | 2.1 | 1.4 | 1.1 | 1.1 | 1.0 | 1.0 |
| Bachelor's degree or higher | 1.1 | 1.1 | 0.7 | 0.6 | 0.6 | 0.7 | 0.6 |

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, various years, previously unpublished tabulation (January 2003).

# Language Minority Students

**Table S4.** **Standard errors for the percentage of 5- to 24-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years 1979–99**

| Language ability | 1979 | 1992 | 1995 | 1999 |
|---|---|---|---|---|
| Total who spoke language other than English at home | 0.2 | 0.3 | 0.2 | 0.2 |
| Total who spoke English with difficulty | 0.4 | 0.5 | 0.4 | 0.3 |

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 1979 and October 1992, 1995, and 1999, previously unpublished tabulation (December 2002).

# Foreign-Born Students in Postsecondary Institutions

**Table S6.** **Standard errors for the percentage of undergraduate and graduate/first-professional students in the United States who were foreign born, by citizen status and type of degree program: 1999–2000**

| Citizenship status | Undergraduate | Graduate/first-professional |
|---|---|---|
| Foreign-born U.S. citizens | 0.2 | 0.3 |
| Non U.S. citizens | | |
| Permanent residents/resident aliens | 0.3 | 0.3 |
| Foreign students with a visa | 0.2 | 0.4 |

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), previously unpublished tabulation (January 2003).

# Participation in Adult Education

**Table S8.** **Standard errors for the percentage of population age 16 and above who participated in adult education, by type of activity: 1991, 1995, 1999, and 2001**

| Type of activity | 1991 | 1995 | 1999 | 2001 |
|---|---|---|---|---|
| Overall participation | 0.7 | 0.5 | 0.8 | 0.5 |
| Work-related courses | — | 0.2 | 0.5 | 0.2 |
| Personal interest courses | — | 0.3 | 0.6 | 0.5 |
| College or university credential programs | — | 0.4 | 0.6 | 0.5 |
| Other activities | — | 0.1 | 0.3 | 0.3 |

—Data not available for 1991.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), and Adult Education Survey of the National Household Education Surveys Program (AE–NHES:1991, 1995, and 1999), previously unpublished tabulation (January 2003).

# Students' Reading and Mathematics Achievement Through 1st Grade

**Table S9.** **Standard errors for the children's overall reading and mathematics performance from kindergarten through 1st grade, by mother's education: 1998–2000**

| Mother's education | Kindergarten Fall | Kindergarten Spring | 1st grade Fall | 1st grade Spring |
|---|---|---|---|---|
| **Reading** | | | | |
| Less than high school | 0.2 | 0.3 | 0.5 | 0.5 |
| High school diploma or equivalent | 0.2 | 0.2 | 0.4 | 0.3 |
| Some college, including vocational/technical | 0.2 | 0.2 | 0.5 | 0.3 |
| Bachelor's degree or higher | 0.2 | 0.3 | 0.7 | 0.3 |
| **Mathematics** | | | | |
| Less than high school | 0.2 | 0.3 | 0.6 | 0.4 |
| High school diploma or equivalent | 0.2 | 0.2 | 0.4 | 0.2 |
| Some college, including vocational/technical | 0.1 | 0.2 | 0.4 | 0.2 |
| Bachelor's degree or higher | 0.2 | 0.2 | 0.4 | 0.2 |

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Data files, fall 1998 through spring 2000, previously unpublished tabulation (March 2001).

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# International Comparisons of Reading Literacy in Grade 4

**Table S10.** **Standard errors for the average combined reading literacy scale score of 4th-graders, by country: 2001**

| Country | Total reading achievement |
|---|---|
| **International average** | 0.6 |
| Argentina | 5.9 |
| Belize | 4.7 |
| Bulgaria | 3.8 |
| Canada | 2.4 |
| Colombia | 4.4 |
| Cyprus | 3.0 |
| Czech Republic | 2.3 |
| England | 3.4 |
| France | 2.4 |
| Germany | 1.9 |
| Greece | 3.5 |
| Hong Kong SAR | 3.1 |
| Hungary | 2.2 |
| Iceland | 1.2 |
| Iran, Islamic Republic of | 4.2 |
| Israel | 2.8 |
| Italy | 2.4 |
| Kuwait | 4.3 |
| Latvia | 2.3 |
| Lithuania | 2.6 |
| Macedonia, Republic of | 4.6 |
| Moldova, Republic of | 4.0 |
| Morocco | 9.6 |
| Netherlands | 2.5 |
| New Zealand | 3.6 |
| Norway | 2.9 |
| Romania | 4.6 |
| Russian Federation | 4.4 |
| Scotland | 3.6 |
| Singapore | 5.2 |
| Slovak Republic | 2.8 |
| Slovenia | 2.0 |
| Sweden | 2.2 |
| Turkey | 3.5 |
| United States | 3.8 |

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 1.1. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

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# Mathematics Performance of Students in Grades 4, 8, and 12

**Table S11.** **Standard errors for the average mathematics scale scores for 4th-, 8th-, and 12th-graders: 1990, 1992, 1996, and 2000**

| Average scale score | 1990 | 1992 | 1996 | 2000 |
|---|---|---|---|---|
| Grade 4 | 0.9 | 0.7 | 0.9 | 0.9 |
| Grade 8 | 1.3 | 0.9 | 1.1 | 0.8 |
| Grade 12 | 1.1 | 0.9 | 1.0 | 0.9 |

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), figure 2.1 and table B.1. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessment.

# Poverty and Student Mathematics Achievement

**Table S12.** **Standard errors for the average scale score of public school students in 4th-grade mathematics, by the percentage of students in the school eligible for free or reduced-price lunch and whether the student was eligible for free or reduced-price lunch: 2000**

| Characteristic | 0–10 percent | 11–25 percent | 26–50 percent | 51–75 percent | More than 75 percent |
|---|---|---|---|---|---|
| All students | 1.8 | 1.7 | 1.7 | 1.6 | 1.6 |
| Student is eligible for free or reduced-price lunch | | | | | |
| Eligible | ‡ | 4.7 | 2.0 | 1.8 | 1.4 |
| Not eligible | 2.2 | 1.4 | 2.1 | 1.8 | 5.4 |

‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment, previously unpublished tabulation (October 2001).

# Geography Performance of Students in Grades 4, 8, and 12

**Table S13.** **Standard errors for the percentage distribution of students performing at each geography achievement level, by grade: 1994 and 2001**

| | Grade 4 | | Grade 8 | | Grade 12 | |
|---|---|---|---|---|---|---|
| Achievement level | 1994 | 2001 | 1994 | 2001 | 1994 | 2001 |
| Below Basic | 1.1 | 1.2 | 1.0 | 0.9 | 0.9 | 0.9 |
| Basic | 1.0 | 1.4 | 1.1 | 0.9 | 1.0 | 0.9 |
| Proficient | 1.1 | 1.1 | 0.9 | 1.1 | 1.0 | 1.0 |
| Advanced | 0.4 | 0.3 | 0.4 | 0.6 | 0.5 | 0.3 |

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

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# U.S. History Performance of Students in Grades 4, 8, and 12

**Table S14. Standard errors for the percentage distribution of students performing at each U.S. history achievement level, by grade: 1994 and 2001**

| Achievement level | Grade 4 | | Grade 8 | | Grade 12 | |
|---|---|---|---|---|---|---|
| | 1994 | 2001 | 1994 | 2001 | 1994 | 2001 |
| Below Basic | 1.1 | 1.1 | 0.9 | 0.9 | 1.1 | 1.2 |
| Basic | 0.9 | 1.1 | 0.8 | 0.9 | 0.9 | 0.9 |
| Proficient | 0.9 | 0.9 | 0.6 | 0.8 | 0.6 | 0.6 |
| Advanced | 0.3 | 0.5 | 0.1 | 0.3 | 0.2 | 0.4 |

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

# Voting Participation

**Table S15. Standard errors for the registration and voting rates for U.S. citizens ages 18 and older, by educational attainment: November 2000**

| Election participation | Less than high school | High school diploma or equivalent | Some college, including vocational/ technical | Bachelor's degree or higher |
|---|---|---|---|---|
| Registered | 0.5 | 0.3 | 0.3 | 0.3 |
| Voted | 0.5 | 0.3 | 0.4 | 0.3 |

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, previously unpublished tabulation (December 2002).

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# Status Dropout Rates, by Race/Ethnicity

**Table S17.** **Standard errors for the dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–2001**

| Year | Total | Race/ethnicity (percent) White | Black | Hispanic |
|---|---|---|---|---|
| 1972 | 0.3 | 0.3 | 1.1 | 2.2 |
| 1973 | 0.3 | 0.3 | 1.1 | 2.2 |
| 1974 | 0.3 | 0.3 | 1.1 | 2.1 |
| 1975 | 0.3 | 0.3 | 1.1 | 2.0 |
| 1976 | 0.3 | 0.3 | 1.0 | 2.0 |
| 1977 | 0.3 | 0.3 | 1.0 | 2.0 |
| 1978 | 0.3 | 0.3 | 1.0 | 2.0 |
| 1979 | 0.3 | 0.3 | 1.0 | 2.0 |
| 1980 | 0.3 | 0.3 | 1.0 | 1.9 |
| 1981 | 0.3 | 0.3 | 0.9 | 1.8 |
| 1982 | 0.3 | 0.3 | 1.0 | 1.9 |
| 1983 | 0.3 | 0.3 | 1.0 | 1.9 |
| 1984 | 0.3 | 0.3 | 0.9 | 1.9 |
| 1985 | 0.3 | 0.3 | 0.9 | 1.9 |
| 1986 | 0.3 | 0.3 | 0.9 | 1.9 |
| 1987 | 0.3 | 0.3 | 0.9 | 1.8 |
| 1988 | 0.3 | 0.3 | 1.0 | 2.3 |
| 1989 | 0.3 | 0.3 | 1.0 | 2.2 |
| 1990 | 0.3 | 0.3 | 0.9 | 1.9 |
| 1991 | 0.3 | 0.3 | 1.0 | 1.9 |
| 1992 | 0.3 | 0.3 | 1.0 | 1.9 |
| 1993 | 0.3 | 0.3 | 0.9 | 1.8 |
| 1994 | 0.3 | 0.3 | 0.8 | 1.2 |
| 1995 | 0.3 | 0.3 | 0.7 | 1.2 |
| 1996 | 0.3 | 0.3 | 0.8 | 1.1 |
| 1997 | 0.3 | 0.3 | 0.8 | 1.1 |
| 1998 | 0.3 | 0.3 | 0.8 | 1.1 |
| 2000 | 0.3 | 0.3 | 0.8 | 1.1 |
| 2001 | 0.3 | 0.3 | 0.7 | 1.1 |

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

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## Immediate Transition to College

**Table S18.** **Standard errors for the immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2001**

| | Actual rates of enrollment | | | |
|---|---|---|---|---|
| | White | Black | White | Hispanic |
| 1972 | 1.4 | 4.6 | 1.4 | 9.7 |
| 1973 | 1.4 | 4.3 | 1.4 | 9.0 |
| 1974 | 1.4 | 4.6 | 1.4 | 8.9 |
| 1975 | 1.4 | 4.7 | 1.4 | 8.4 |
| 1976 | 1.4 | 4.8 | 1.4 | 8.0 |
| 1977 | 1.4 | 4.7 | 1.4 | 8.0 |
| 1978 | 1.4 | 4.5 | 1.4 | 8.4 |
| 1979 | 1.4 | 4.7 | 1.4 | 7.9 |
| 1980 | 1.4 | 4.4 | 1.4 | 8.7 |
| 1981 | 1.4 | 4.4 | 1.4 | 8.2 |
| 1982 | 1.5 | 4.3 | 1.5 | 8.0 |
| 1983 | 1.6 | 4.3 | 1.6 | 9.0 |
| 1984 | 1.5 | 4.1 | 1.5 | 7.7 |
| 1985 | 1.6 | 4.8 | 1.6 | 9.8 |
| 1986 | 1.6 | 4.4 | 1.6 | 8.9 |
| 1987 | 1.7 | 4.8 | 1.7 | 8.3 |
| 1988 | 1.8 | 4.9 | 1.8 | 10.1 |
| 1989 | 1.9 | 5.3 | 1.9 | 10.5 |
| 1990 | 1.8 | 5.1 | 1.8 | 10.8 |
| 1991 | 1.8 | 5.2 | 1.8 | 9.6 |
| 1992 | 1.8 | 4.9 | 1.8 | 8.5 |
| 1993 | 1.9 | 5.3 | 1.9 | 8.2 |
| 1994 | 1.6 | 4.4 | 1.6 | 6.3 |
| 1995 | 1.6 | 4.2 | 1.6 | 4.9 |
| 1996 | 1.7 | 4.0 | 1.7 | 5.8 |
| 1997 | 1.6 | 4.1 | 1.6 | 4.5 |
| 1998 | 1.6 | 4.0 | 1.6 | 4.9 |
| 1999 | 1.6 | 3.9 | 1.6 | 4.8 |
| 2000 | 1.7 | 4.1 | 1.7 | 5.0 |
| 2001 | 1.7 | 4.2 | 1.7 | 5.6 |

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

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# Transfers From Community Colleges to 4-Year Institutions

**Table S19.** **Standard errors for the percentage of students beginning at public 2-year institutions in 1995–96 who transferred to a 4-year institution by initial degree goal, and percentage of transfers and students who began at 4-year institutions who persisted through June 2001**

| | Transfer rates | |
|---|---|---|
| Initial goal | Associate's degree | Bachelor's degree |
| Initial goal at public 2-year institution | 2.3 | 3.9 |

| | Persistence rates | | |
|---|---|---|---|
| | Transfers | | Began at 4-year institutions |
| Enrollment status | Associate's degree goal | Bachelor's degree goal | Bachelor's degree goal |
| **Total** | **4.2** | **3.5** | **1.0** |
| Still enrolled at 4-year institution in June 2001 | 4.6 | 4.8 | 0.6 |
| Completed bachelor's degree | 4.3 | 4.8 | 1.2 |

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

# Institutional Retention and Student Persistence at 4-Year Institutions

**Table S20.** **Standard errors for the percentage distribution of 1995–96 first-time beginning students at 4-year institutions according to their enrollment status or degree attainment at the first and at all institutions attended as of June 2001**

| Enrollment status or degree attainment | At first institution | Anywhere | Transfers |
|---|---|---|---|
| Transferred from first institution | 0.8 | † | † |
| Left postsecondary education | 0.7 | 0.7 | 0.4 |
| Enrolled at less-than-4-year institution | † | 0.3 | 0.3 |
| Enrolled at 4-year institution | 0.5 | 0.6 | 0.4 |
| Attained associate's degree or certificate | 0.2 | 0.4 | 0.3 |
| Attained bachelor's degree | 1.2 | 1.2 | 0.4 |

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

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## Time to Bachelor's Degree Completion

**Table S21.** Standard errors for the average number of months between postsecondary entry and degree completion among 1999–2000 first-time recipients of bachelor's degrees who did not stop out of college for 6 months or more, by control of degree-granting institution and number of institutions attended

| Number of institutions attended | Total | Public | Private not-for-profit |
|---|---|---|---|
| Total | 0.5 | 0.6 | 0.7 |
| One | 0.4 | 0.5 | 0.3 |
| Two | 0.9 | 1.1 | 1.6 |
| Three or more | 1.9 | 2.2 | 2.9 |

SOURCE: U.S. Department of Education, NCES, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B 2000/01).

## Postsecondary Attainment of 1988 8th-Graders

**Table S22.** Standard errors for the percentage of 1988 8th-graders in selected categories who had completed at least a bachelor's degree by 2000, by family socioeconomic status

| | 8th-grade mathematics achievement quartile | | Calculus by 12th grade | |
|---|---|---|---|---|
| Family socioeconomic status | Low | High | Did not study | Studied |
| Lowest SES quartile | 0.9 | 5.5 | 0.6 | 6.9 |
| Middle two SES quartiles | 1.6 | 2.3 | 1.1 | 4.9 |
| Highest SES quartile | 6.8 | 1.9 | 2.3 | 1.9 |

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

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# Persistence and Attainment of Students With Pell Grants

**Table S23.** **Standard errors for the percentage of 1995–96 low- and middle-income beginning postsecondary students who attained a certificate or degree or were still enrolled in 2001, by receipt of Pell Grant and type of institution first attended**

| Receipt of Pell Grant | Bachelor's degree | Associate's degree or certificate | No degree or certificate, still enrolled |
|---|---|---|---|
| | | Public 2-year | |
| Pell Grant recipient | 1.8 | 3.1 | 2.2 |
| Nonrecipient | 1.5 | 2.4 | 2.2 |
| | | Private for-profit less-than-4-year | |
| Pell Grant recipient | 0.3 | 2.6 | 0.9 |
| Nonrecipient | 0.3 | 4.7 | 1.2 |
| | | Public 4-year | |
| Pell Grant recipient | 2.0 | 1.1 | 1.6 |
| Nonrecipient | 1.7 | 1.0 | 1.3 |
| | | Private not-for-profit 4-year | |
| Pell Grant recipient | 2.6 | 1.2 | 1.5 |
| Nonrecipient | 2.8 | 0.8 | 1.1 |

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

# Trends in English and Foreign Language Coursetaking

**Table S24.** **Standard errors for the percentage of high school graduates who completed regular and advanced levels of English and low level and advanced foreign language courses, by highest level of coursetaking completed: Selected years 1982–2000**

| Level of courses | 1982 | 1987 | 1990 | 1992 | 1994 | 1998 | 2000 |
|---|---|---|---|---|---|---|---|
| English | | | | | | | |
| 75–100 percent honors courses | 0.4 | 0.8 | 0.8 | 0.7 | 0.9 | 1.0 | 1.2 |
| 50–74 percent honors courses | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 | 0.7 | 0.5 |
| Less than 50 percent honors courses | 0.5 | 0.6 | 0.7 | 0.5 | 0.6 | 0.7 | 0.9 |
| Regular English (no low level or honors) courses | 1.0 | 1.5 | 1.6 | 1.1 | 1.5 | 1.7 | 2.0 |
| Foreign language | | | | | | | |
| AP | 0.2 | 0.4 | 0.5 | 0.3 | 0.4 | 0.5 | 0.8 |
| Year 4 | 0.3 | 0.4 | 0.4 | 0.7 | 0.8 | 0.6 | 0.5 |
| Year 3 | 0.5 | 0.9 | 0.7 | 0.8 | 0.8 | 1.1 | 1.0 |
| Year 2 or lower | 0.8 | 1.1 | 1.0 | 1.1 | 1.0 | 1.2 | 1.3 |

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992", and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

# Student Characteristics in English and Foreign Language Coursetaking

**Table S25. Standard errors for the percentage of 2000 high school graduates who had completed advanced academic courses in English and in a foreign language, by selected characteristics: 1999–2000**

| Selected characteristic | Completed some honors English courses | Completed year 3 or higher of a foreign language |
|---|---|---|
| Sex | | |
| Male | 1.8 | 1.4 |
| Female | 1.8 | 1.6 |
| Control of school | | |
| Public | 1.7 | 1.4 |
| Private | 5.5 | 5.5 |
| Race/ethnicity | | |
| American Indian | 6.0 | 3.7 |
| Asian/Pacific Islander | 2.6 | 2.2 |
| Black | 2.9 | 2.6 |
| White | 1.9 | 1.6 |
| Hispanic | 2.3 | 1.8 |

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

# Instructional Activities for 8th-Grade Mathematics

**Table S26. Standard errors for the average percentage of 8th-grade mathematics lessons spent studying new content and reviewing previously studied content, by country: 1999**

| Instructional activity | Australia | Czech Republic | Hong Kong SAR | Japan | Netherlands | Switzerland | United States |
|---|---|---|---|---|---|---|---|
| Practicing new content | # | # | # | # | # | # | # |
| Introducing new content | # | # | # | # | # | # | # |
| Reviewing previously studied content | # | # | # | # | # | # | # |

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results From the TIMSS 1999 Video Study* (NCES 2003–013), appendix C. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS), Video Study, 1999.

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# Public Alternative Schools for At-Risk Students

**Table S27. Standard errors for the percentage of school districts with public alternative schools and/or programs for at-risk students, by selected district characteristics: 2000–01**

| District characteristic | Districts with alternative schools and programs for at-risk students |
|---|---|
| Enrollment | |
| Less than 2,500 | 1.8 |
| 2,500 to 9,999 | 2.1 |
| 10,000 or more | 1.4 |
| Community type | |
| Urban | 5.4 |
| Suburban | 2.1 |
| Rural | 1.7 |
| Region | |
| Northeast | 2.4 |
| Southeast | 3.6 |
| Central | 2.2 |
| West | 2.4 |

SOURCE: Kleiner B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002-004), table B-1. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

# Out-of-Field Teaching in Middle and High School Grades

**Table S28. Standard errors for the percentage of public school students in middle and high school grades taught by teachers without a major or certification in the field they teach, by subject area: 1999–2000**

| Course subject area | Middle school | High school |
|---|---|---|
| English | 1.4 | 0.4 |
| Foreign language | 3.5 | 1.2 |
| Mathematics | 2.3 | 0.6 |
| Science | 1.9 | 0.5 |
| Social science | 1.8 | 0.5 |
| Arts and music | 1.4 | 0.5 |
| Physical education | 0.6 | 0.6 |

SOURCE: Seastrom, M.M., Gruber, K.J., Henke, R.R., McGrath, D.J., and Cohen, B.A. (2002). *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (NCES 2002–603), tables C-9 and C-10. Data from U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1999–2000 and "Charter Teacher Questionnaire," 1999–2000.

# Beginning Teachers

**Table S29. Standard errors for the percentage of full-time school teachers with 3 or fewer years of teaching experience, by control of school and by schools with the lowest and highest minority enrollments: 1999–2000**

| School characteristics | 3 or fewer years |
|---|---|
| **Public school total** | 0.3 |
| **Private school total** | 0.6 |
| Percent minority in public schools | |
| Less than 10 | 0.3 |
| More than 75 | 0.8 |
| Percent minority in private schools | |
| Less than 10 | 0.7 |
| More than 75 | 1.9 |

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire" and "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

# Size of High Schools

**Table S30. Standard errors for the percentage distributions of all secondary schools according to enrollment, by location: 1999–2000**

| | Enrollment | | | |
|---|---|---|---|---|
| School characteristic | Less than 300 | 300–599 | 600–899 | 900 or more |
| Central city | 1.9 | 1.4 | 1.0 | 1.7 |
| Urban fringe/large town | 1.3 | 1.0 | 0.9 | 1.1 |
| Rural/small town | 1.2 | 1.1 | 0.8 | 0.5 |

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

# Student Victimization

**Table S31. Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school according to type of victimization, by their perception of conditions at school: 1999**

| Perception of conditions at school | Response rate | Victimization<br>Any | <br>Violent | <br>Property |
|---|---|---|---|---|
| Total |  | 0.4 | 0.2 | 0.4 |
| Street gangs at school |  |  |  |  |
| Yes | 0.6 | 1.2 | 0.7 | 1.0 |
| No | 0.9 | 0.5 | 0.2 | 0.4 |
| Knew a student who brought a gun to school |  |  |  |  |
| Yes | 0.4 | 1.8 | 1.2 | 1.4 |
| No | 0.4 | 0.4 | 0.2 | 0.4 |
| Saw a student with a gun at school |  |  |  |  |
| Yes | 0.2 | 3.0 | 1.9 | 2.4 |
| No | 0.2 | 0.4 | 0.2 | 0.4 |

SOURCE: Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331), tables S1, S8, and S10. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

# Undergraduate Diversity

**Table S32. Standard errors for the percentage of undergraduates with selected student characteristics: 1999–2000**

| Student characteristics |  |
|---|---|
| Sex |  |
| Male | 0.4 |
| Female | 0.4 |
| Race/ethnicity |  |
| American Indian | 0.1 |
| Asian/Pacific Islander | 0.2 |
| Black | 0.6 |
| White | 0.8 |
| Hispanic | 0.6 |
| Age |  |
| 18 and under | 0.2 |
| 19–23 | 0.5 |
| 24–29 | 0.3 |
| 30–39 | 0.3 |
| 40 and above | 0.3 |

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

# Services and Accommodations for Students With Disabilities

**Table S34.** **Standard errors for the percentage and percentage distribution of students reporting disabilities, and among students reporting disabilities, their service receipt status, by type of institution: 1999–2000**

| Students reporting disabilities | Total | Public 4-year | Private not-for-profit 4-year | Public 2-year | Private for-profit |
|---|---|---|---|---|---|
| Percentage of students with disabilities | 0.2 | 0.3 | 0.4 | 0.5 | 1.0 |
| Among students with disabilities, percentage who | | | | | |
| Received services | 1.2 | 1.7 | 2.1 | 2.2 | 2.0 |
| Needed services, but did not receive them | 1.1 | 1.7 | 1.9 | 2.0 | 1.3 |
| Percentage distribution of students with disabilities | † | 1.1 | 0.7 | 1.5 | 0.8 |
| Percentage distribution of all students | † | 0.6 | 0.3 | 0.7 | 0.5 |

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

# Changes in Faculty Tenure Policy and Hiring

**Table S35.** **Standard errors for the percentage of research and doctoral institutions that had taken actions related to tenure during the previous 5 years, by type and control of institution: Fall 1998**

| | Actions related to tenure | | | |
|---|---|---|---|---|
| Type and control of institution | Took at least one action related to tenure | Offered early or phased retirement to tenured faculty | Made standards more stringent for granting tenure | Downsized tenured faculty |
| Public research | 1.5 | 1.9 | 1.4 | 1.4 |
| Private not-for-profit research | 2.7 | 2.9 | 2.1 | 1.5 |
| Public doctoral | 2.1 | 2.2 | 1.8 | 0.4 |
| Private not-for-profit doctoral | 2.8 | 2.7 | 1.9 | 1.5 |

SOURCE: U.S. Department of Education, NCES, 1999 National Study of Postsecondary Faculty (NSOPF:99).

# Home Literacy Environment and Kindergartners' Reading Achievement

**Table S36.** Standard errors for the mean fall kindergarten reading scale score according to home literacy index, by children's poverty status: 1998–99

| Home literacy index | Nonpoor | Poor |
|---|---|---|
| 0 | 0.3 | 0.3 |
| 1 | 0.2 | 0.3 |
| 2 | 0.2 | 0.3 |
| 3 | 0.2 | 0.3 |
| 4 | 0.2 | 0.3 |
| 5 | 0.3 | 0.5 |

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Base Year Public-Use Data File, 1998–99, February 2001.

# Early Literacy Activities

**Table S37.** Standard errors for the percentage of children ages 3–5 not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by poverty status: 1993 and 2001

| | Read to | | Told a story | | Taught letters, words, or numbers | | Taught songs or music | |
|---|---|---|---|---|---|---|---|---|
| Poverty status | 1993 | 2001 | 1993 | 2001 | 1993 | 2001 | 1993 | 2001 |
| Below poverty threshold (poor) | 1.6 | 2.3 | 1.8 | 2.7 | 2.0 | 2.4 | 2.1 | 2.3 |
| At or above poverty threshold (nonpoor) | 0.7 | 0.8 | 0.9 | 0.9 | 0.8 | 1.1 | 0.9 | 1.2 |

SOURCE: U.S. Department of Education, NCES, School Readiness and Early Childhood Education Program Participation Surveys of the National Household Education Surveys Program (SR-NHES:1993 and ECPP-NHES:2001).

# Care Arrangements for Children After School

**Table S38.** **Standard errors for the percentage of children in kindergarten through 8th grade who participated in parental and nonparental care arrangements after school, by race/ethnicity: 2001**

| Child characteristic | Parental care | Nonparental care |
|---|---|---|
| Total | 0.6 | 0.6 |
| Black | 1.6 | 1.6 |
| White | 0.8 | 0.8 |
| Hispanic | 1.5 | 1.5 |

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPA–NHES:2001).

# Federal Grants and Loans

**Table S42.** **Standard errors for the percentage of all undergraduates and low-income dependent undergraduates, among full-time, full-year undergraduates, who received federal loans and grants, and the average percentage of federal aid received as loans: 1992–93 and 1999–2000**

| Financial aid status | 1992-93 | 1999-2000 |
|---|---|---|
| All undergraduates | | |
| Percent with federal loans | 0.8 | 0.7 |
| Percent with federal grants | 0.8 | 0.6 |
| Loans as percent of federal aid | 1.1 | 0.8 |
| Low-income dependent undergraduates | | |
| Percent with federal loans | 1.8 | 1.6 |
| Percent with federal grants | 1.5 | 1.2 |
| Loans as percent of federal aid | 1.4 | 1.2 |

SOURCE: U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

# Changes in the Net Price of College Attendance

**Table S43.** **Standard errors for the average net price among full-time, full-year undergraduates, in 1999 constant dollars, by type of institution: 1992–93 and 1999–2000**

| Type of institution and income quartile | 1992–93 | 1999–2000 |
|---|---|---|
| **Public 2-year** | | |
| **Total** | **150** | **130** |
| Income quartile | | |
| Low quartile | 230 | 160 |
| Middle quartiles | 180 | 150 |
| High quartile | 190 | 160 |
| **Public comprehensive and baccalaureate** | | |
| **Total** | **180** | **170** |
| Income quartile | | |
| Low quartile | 220 | 200 |
| Middle quartiles | 160 | 150 |
| High quartile | 260 | 190 |
| **Public research and doctoral** | | |
| **Total** | **170** | **80** |
| Income quartile | | |
| Low quartile | 120 | 140 |
| Middle quartiles | 110 | 90 |
| High quartile | 190 | 140 |
| **Private not-for-profit comprehensive and baccalaureate** | | |
| **Total** | **530** | **350** |
| Income quartile | | |
| Low quartile | 490 | 460 |
| Middle quartiles | 410 | 310 |
| High quartile | 690 | 440 |
| **Private not-for-profit research and doctoral** | | |
| **Total** | **310** | **450** |
| Income quartile | | |
| Low quartile | 410 | 550 |
| Middle quartiles | 410 | 700 |
| High quartile | 390 | 450 |

SOURCE: U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93) and (NPSAS:2000).

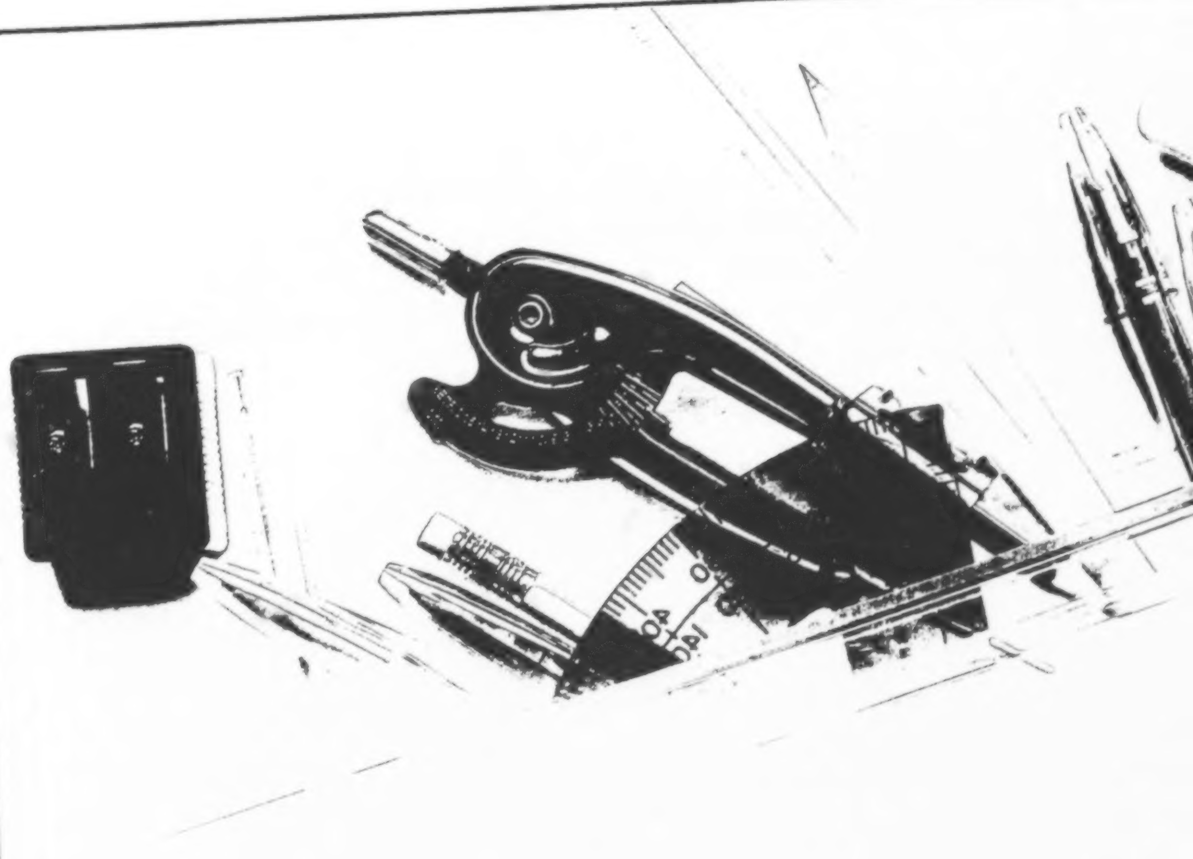
# Employer Support for Adult Education

**Table S44. Standard errors for the percentage of employed adults ages 25–64 participating in adult education according to receipt of employer financial support, by type of adult education: 2001**

| Type of adult education | Among those who took a course and were employed: Percent receiving no employer support | Among those who took a course and were employed: Percent receiving some employer support |
|---|---|---|
| Work-related education | | |
| For credit | 2.2 | 2.2 |
| Noncredit | 0.7 | 0.7 |
| Nonwork-related education | | |
| For credit | 3.4 | 3.4 |
| Noncredit | 1.2 | 1.2 |

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001).

# Glossary



# Glossary

## A

**Achievement levels:** Achievement levels define what students should know and be able to do at different levels of performance. In the National Assessment of Educational Progress (NAEP), the achievement levels are *Basic*, *Proficient*, and *Advanced*. The definitions of these levels, which apply across all grades and subject areas, are as follows:

*Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

*Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

*Advanced:* This level signifies superior performance.

**ACT Assessment:** An examination administered by ACT, Inc. (formerly the American College Testing Program). The ACT Assessment® is designed to assess high school students' general educational development and their ability to complete college-level work. The ACT differs from the SAT in that it assesses students' knowledge in the curricular areas of English, mathematics, reading, and science reasoning.

**Adult education:** Adult education includes enrollment in a formal course of any length from 1 day to a semester or longer in any of seven types of activities: English as a Second Language (ESL); Adult Basic Education (ABE), General Educational Development (GED) preparation classes, and adult high school programs; college or university degree programs; vocational or technical diploma programs; apprenticeship programs; work-related courses (related to a job or career other than postsecondary credential programs or apprenticeship programs, whether or not respondents had a job when they took the courses); and personal interest courses (various types of educational activities that have an instructor and are not included in the other categories). For the purposes of this volume, informal learning activities, such as "brown-bag" presentations, conferences, or mentoring, are not considered adult education activities. The adult population includes civilian, noninstitutionalized individuals, age 16 or older, who are not enrolled in elementary or secondary school. Among adults ages 16–24, full-time participation for all or part of the year in a college or university program or in a vocational/technical diploma program was not counted as an adult education activity.

**Advanced degree:** Any formal degree attained after the bachelor's degree. Advanced degrees include master's degrees, doctoral degrees, and first-professional degrees.

**Alternative schools:** Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. Although these schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems. Between 3 and 4 percent of the schools included in the Common Core of Data (CCD) files are alternative schools.

# Glossary

Continued

**Associate's degree:** A degree granted for the successful completion of a subbaccalaureate program of studies, usually requiring at least 2 years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

**At-risk:** Being "at-risk" means having one or more family background or other factors that have been found to predict a high rate of school failure at some time in the future. This "failure" generally refers to dropping out of high school before graduating but also can mean being retained within a grade from one year to the next. The risk factors include having a mother whose education is less than high school, living in a single-parent family, receiving welfare assistance, and living in a household where the primary language spoken is other than English.

## B

**Baccalaureate degree:** (See Bachelor's degree.)

**Bachelor's degree:** A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

## C

**Capital outlay:** Funds for the acquisition of land and buildings; building construction, remodeling, and additions; the initial installation or extension of service systems and other built-in equipment; site improvement; and architectural and engineering services.

**Carnegie unit:** A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for 1 year.

**Categorical revenue:** All state revenues except general formula assistance and all federal revenues that are intended to address specific educational needs.

**Center-based programs:** Includes Head Start, nursery school, prekindergartens, day care centers, and preschools.

**Civic education:** Civic education in school takes place across a wide range of courses, such as social studies, civics, history, government, global studies, and geography. It is concerned, in part, with the meaning of democracy in a national context, describing a sense of national identity, and with issues of social cohesion and social diversity.

**Cohort:** A group of persons who share one or more particular statistical or demographic characteristics, such as having received their bachelor's degree in a certain year or range of years.

**College:** A postsecondary institution that offers a general or liberal arts education, usually leading to an associate's, bachelor's, master's, doctor's, or first-professional degree. Junior colleges and community colleges are included.

**Compensatory revenue:** A type of categorical revenue that targets resources to school districts for instruction and other supplemental services for educationally disadvantaged students.

**Constant dollars:** Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

**Consumer price index (CPI):** This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

# Glossary

**Continued**

**Control of institutions:** A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

**Core curriculum:** The most commonly implemented form of the New Basics curriculum, which includes 4 years of English and 3 years each of mathematics, science, and social studies, but not the one-half year of computer science included in the New Basics curriculum. (See New Basics curriculum.)

**Current dollars:** Dollar amounts that have not been adjusted to compensate for inflation.

**Current expenditures for elementary and secondary education:** Expenditures for operating local public schools, excluding capital outlay and interest on debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, books and materials, and energy costs. Expenditures for state administration are excluded.

## D

**Dependent student:** (See Financial dependency.)

**Doctor's degree:** An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctor's degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

**Dropout:** The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she left school. At the time the person returns to school, he or she is called a "stopout." Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. (See Event dropout rate and Status dropout rate.)

## E

**Educational attainment:** The highest level of schooling attended and completed.

**Elementary/secondary school:** As reported in this publication, elementary/secondary schools include regular schools (i.e., schools that are part of state and local school systems and private elementary/secondary schools, both religiously affiliated and nonsectarian); alternative schools; vocational education schools; and special education schools. Schools not reported here include subcollegiate departments of postsecondary institutions, residential schools for exceptional children, federal schools for American Indians or Alaska Natives, and federal schools on military posts and other federal installations.

## Glossary

Continued

**English:** A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

**Enrollment:** The total number of students registered in a given school unit at a given time, generally in the fall of a year.

**Event dropout rate:** Event rates calculated using the October Current Population Survey (CPS) data for a certain year measure the proportion of students who dropped out between October of that year and October of the previous year. The event rate is determined by counting all persons in a certain age range (e.g., 15–24 years old) who were enrolled in high school in October of the previous year but had not completed high school and were not enrolled in grades 10–12 a year later. This count is then divided by the total number of persons in that age range who were enrolled the previous October to compute the rate. High school is completed when the person either earns a high school diploma or an alternative credential such as a GED.

**Expenditures:** Charges incurred, whether paid or unpaid, that are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions, other than retirement of debt, investment in securities, extension of credit, or as agency transactions. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

**Extracurricular activities:** Activities in organized settings that children (or older students) may engage in on weekdays outside of school hours that are not part of a formal, before- or after-school program. Such activities may include organized sports, debate or science clubs, music lessons, scouts, or religious activities. If the child's parent reports that the extracurricular activity was undertaken at least in part to cover a period after school when the child needed adult supervision, then the activity is considered to be "nonparental care." Otherwise, the extracurricular activity is undertaken only because of the personal interest or enrichment of the child.

## F

**Financial dependency:** Students are considered dependent for purposes of federal financial aid programs unless they meet one of the following criteria: (1) are age 24 or older; (2) are a veteran of the U.S. Armed Forces; (3) are enrolled in a graduate or professional program (beyond a bachelor's degree); (4) are married; (5) are an orphan or ward of the court; or (6) have legal dependents, other than a spouse. If any of these conditions are met, the student is classified as independent for purposes of financial aid.

**First-professional degree:** An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. First-professional degrees may be awarded in the following 10 fields: chiropractic (D.C. or

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D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

**Foreign languages:** A group of instructional programs that describes the structure and use of language that is common or indigenous to individuals of the same community or nation, the same geographical area, or the same cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

**Full-time enrollment:** The number of students enrolled in postsecondary education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

## G

**GED certificate:** (See High school equivalency certificate.)

**General formula assistance:** State revenues from general noncategorical state assistance programs such as foundation, minimum or basic formula support, principal apportionment, equalization, flat or block grants, and state public school fund distributions. This assistance also includes state revenue dedicated from major state taxes, such as income and sales taxes.

**General revenue:** Noncategorical revenues that consist of all local revenues, state general formula assistance, and state payments on behalf of the local education agency for employee benefits.

**Graduate enrollment:** The number of students who hold a bachelor's or first-professional degree, or its equivalent, and who are working toward a master's or doctor's degree. These enrollment data measure those students who are registered at a particular institution during the fall of an academic year. At some institutions, graduate enrollment also includes students who are in postbaccalaureate classes, but not in degree programs.

**Grants:** This term can have one of two possible meanings. In this publication, grants most commonly refer to funds awarded to an individual by a college, an agency, or another institution to attend postsecondary education. Grants, also known as scholarships, do not have to be repaid. Grants may also refer to funds provided by the federal or state government or some other institution to other agencies to support the delivery of services, undertake research or another innovative activity, or to provide other beneficial services.

**Gross Domestic Product (GDP):** Gross national product less net property income from abroad. Both gross national product (GNP) and gross domestic product (GDP) aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

**Gross National Product (GNP):** A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expendi-

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**Continued**

ture categories, which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GNP, in this broad context, measures the output attributable to the factors of production, labor, and property supplied by U.S. residents.

## H

**High school:** A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

**High school completion:** An individual has completed high school if he or she has been awarded a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.

**High school diploma:** A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

**High school equivalency certificate:** A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the GED. The GED (General Educational Development) Test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service of the American Council on Education.

**High school teachers:** Teachers who teach only students in grade 9 and those who teach students in any of the grades 10–12.

**Home literacy environment:** Children's home literacy environments are measured by an index that counts whether children are read to (1 point), sang to (1 point), and told stories to (1 point) three or more times a week; whether they have the average number of books or more (1 point); and whether they have the average number of children's records/audiotapes/CDs or more (1 point). Therefore, children's scores on the home literacy index can range from 0 to 5 points. The higher the value of the index, the "richer" the home environment is in terms of educational activities and literary resources.

**Humanities:** Instructional programs in the following fields: area and ethnic studies, foreign languages, letters, liberal/general studies, multi/interdisciplinary studies, philosophy and religion, theology, and the visual and performing arts.

## I

**Independent student:** (See Financial dependency.)

## K

**Kindergarten:** Includes transitional kindergarten, kindergarten, and pre-1st-grade students.

# Glossary

**Continued**

## L

**Limited-English proficient:** A concept developed to assist in identifying those language minority students (children with language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools. The Bilingual Education Act, reauthorized in 1988 (P.L. 100-297), describes a limited-English proficient (LEP) student as one who:

(1) meets one or more of the following conditions:

a. a student who was born outside the United States or whose native language is not English;

b. a student who comes from an environment where a language other than English is dominant; or

c. a student who is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant effect on his or her level of English language proficiency; and

(2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

Many ways of making this determination about an individual student's English proficiency are being used by school systems across the United States. These include various combinations of home language surveys, informal determinations by teachers, formal interviews, and a number of types of assessment tests for classification, placement, and monitoring of progress.

**Loan:** Borrowed money that must be repaid.

**Local education agency (LEA):** (See School district.)

## M

**Major:** Primary field of study in pursuit of a bachelor's degree, implying that the individual has substantial knowledge of the academic discipline or subject area.

**Master's degree:** A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program—for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree—for example, the Master of Laws (LL.M.) and Master of Science (M.S.) in various medical specializations.

**Mathematics:** A body of related courses concerned with knowledge of measurement, properties, and relations quantities, which can include theoretical or applied studies of arithmetic, algebra, geometry, trigonometry, statistics, and calculus.

**Median:** The value of a population characteristic above which 50 percent of the population is estimated to fall. For example, the median score of all 12th-grade students on the NAEP Mathematics Assessment in 2000

# Glossary

**Continued**

was 301, meaning that 50 percent of the students are estimated to have scored higher than 301, and 50 percent lower than that.

**Metropolitan Statistical Area (MSA):** A geographic entity designated by the federal Office of Management and Budget for use by federal statistical agencies. A metropolitan statistical area (MSA) is a metropolitan area (MA) that is not closely associated with another MA. An MSA consists of one or more counties, except in New England, where MSAs are defined in terms of county subdivisions (primarily cities and towns). (See also *supplemental note 1.*)

**Middle grade teachers:** Teachers who teach students in the middle grades, generally 5–8, including those teaching some combination of grades K–9 and having a main assignment field other than elementary education or special education and not teaching any grades higher than 9.

**Middle school:** A school that usually includes either grades 5–8 or grades 6–8.

**Minority:** Any individual or racial/ethnic group that is not categorized as White, not Hispanic or Latino.

## N

**Natural sciences:** A group of fields of science and knowledge concerning observable processes of nature, such as biology or physics, as distinguished from the abstract or theoretical sciences, such as mathematics or philosophy.

**New Basics curriculum:** A minimum curriculum recommended by the National Commission of Excellence in Education (NCEE) in 1983 to be completed by high school graduates that consists of 4 years of English; 3 years each of mathematics, science, and social studies; and one-half year of computer science. College-bound high school graduates are also advised to complete 2 years of foreign language. (See Core curriculum.)

**Nonresident alien:** A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

**Nontraditional student:** A student with any of the following characteristics: has delayed enrollment, attends part time, works full time while enrolled, is considered financially independent for purposes of determining financial aid, has dependents other than a spouse, is a single parent, or does not have a high school diploma.

## P

**Part-time enrollment:** The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load.

**Permanent resident:** Any non-U.S. citizen who is residing in the United States under legally recognized and lawfully recorded permanent residence as an immigrant.

**Postsecondary education:** The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs with an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs. (See also *supplemental note 8.*)

**Prekindergarten:** Public preprimary education for children ages 3–4 (ages 3–5 in some states) who have not yet entered kindergarten. It may offer a program of general education or special education and, in some

# Glossary

**Continued**

states, may be part of a collaborative effort with Head Start. Private preprimary educational programs are typically referred to as "center-based programs." (See Preprimary.)

**Preprimary:** Elementary education programs for children who are too young for 1st grade, including center-based programs, prekindergarten, and kindergarten.

**Private school or institution:** A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials.

**Public school:** An institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and public charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts.

**Purchasing Power Parity (PPP) indices:** Purchasing Power Parity (PPP) exchange rates, or indices, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indices are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on GDP for different countries are converted into a common currency by means of PPP indices, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

## R

**Regular school districts:** Can be either (1) a school district that is not a component of a supervisory union or (2) a school district component of a supervisory union that shares a superintendent and administrative services with other local school districts. State- and federally operated institutions charged with serving special needs populations, regional education service agencies, and supervisory union administrative centers (or county superintendents serving the same purpose) are excluded.

**Regular schools:** Schools that are part of state and local school systems as well as private elementary/secondary schools, both religiously affiliated and nonsectarian, that are not alternative schools, vocational education schools, special education schools, subcollegiate departments of postsecondary institutions, residential schools for exceptional children, federal schools for American Indians or Alaska Natives, or federal schools on military posts and other federal installations.

**Revenues:** All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions such as receipt of services, commodities, or other receipts "in kind" are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

## S

**SAT Assessment:** (See Scholastic Assessment Test.)

# Glossary

**Continued**

**Scholastic Assessment Test (SAT):** An examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level subjects. The SAT differs from the ACT in that it assesses students' aptitude in English, reading, and mathematics generally rather than their curricular knowledge.

**School district:** An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency." (See Local education agency.)

**Science:** The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

**Self-care:** A care arrangement in which parents allow children to be responsible for themselves when a parent or another adult is unavailable for supervision.

**Social science:** A body of related courses concerned with knowledge of the social life of human groups and individuals, including economics, geography, history, political science, psychology, social studies, and sociology.

**Socioeconomic status (SES):** A measure of an individual or family's relative economic and social ranking. In the analyses in this publication, SES is constructed based on father's education level, mother's education level, father's occupation, mother's occupation, and family income. Also, students are classified into high, middle, and low SES based on a standardized composite index score of their parents' education level, mother's and father's occupation, family's income, and certain household items. The terms high, middle, and low SES, respectively, refer to the upper, middle two, and lower quartiles of the composite index score distribution. By definition, one-quarter of each cohort of students will be in the bottom SES quartile, even if education levels, average family incomes, and the number of persons in more prestigious occupations change.

**Standard deviation:** The standard deviation measures the spread of a set of data around the mean of the data. In a normal distribution, approximately 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

**Status dropout rate:** The status dropout rate is a cumulative rate that estimates the proportion of young adults who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for any given year is the number of young adults ages 16–24 who, as of October of that year, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October of that same year.

## T

**Teacher certification:** License granted by states for teachers to teach a given subject. In 2002, all states required a bachelor's degree that included subject matter as well as pedagogical studies; all but 10 states required basic skills tests in reading, mathematics, or general knowledge; and 31 states required subject-matter examinations.

**Tenure:** The status that teachers or professors may be granted, after a trial period, to protect them from summary dismissal.

# Glossary

**Continued**

**Title I grant program:** The federal government provides grants to local education agencies to supplement state and local education funding based primarily on the number of children from low-income families in each local education agency. The program provides extra academic support and learning opportunities to help disadvantaged students catch up with their classmates or make significant academic progress.

**Total expenditures for elementary and secondary education:** Total expenditures per student in fall enrollment include all expenditures allocable to per student costs divided by fall enrollment. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Expenditures for nonelementary/secondary programs that include community services, adult education, and other are excluded.

**Tuition and fees:** A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

## U

**Undergraduate students:** Students registered at a postsecondary institution in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate's degree.

**University:** A postsecondary institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties and that is empowered to confer degrees in various fields of study.

## V

**Vocational/technical program:** A postsecondary program, usually offered in a public or private for-profit institution, often completed in less than 2 years that generally leads to an occupational certificate or credential.

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